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ABSTRACT

This extensive curriculum guide provides teachers of young children ages three to six with some specific lesson plans using the fine arts--music, drama, creative movement, and visual arts--to teach the "essential elements" in early childhood education. In addition, systematic, thorough evaluations of a variety of materials, kits, resource and activity books are provided to assist teachers in selecting quality fine arts equipment to meet specific objectives in their own programs. Included in the introduction are an explanation of the rationale for the use of fine arts in early childhood education curriculum; a list of the range of developmental needs met by fine arts curriculum; a classroom description; a daily classroom schedule; and topics of units covered in the curriculum guide. Lesson plans are arranged according to the following developmental areas: cognition-perception; cognition-thinking skills; communication-receptive language; communication-expressive language; gross motor; social-emotional; and creative expression. An index lists the lesson plans, the materials evaluations, and the resource and activity book evaluations by instructional area. A publisher/distributor bibliography also is included as a resource. (DST)

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Using the Fine Arts

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Early Childhood Essential Elements

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ESC 9/85

A VERY SPECIAL THANKS TO

Ranella Franklin
Fort Worth ISD

who spent years creating these ideas, months developing this project, hundreds of hours putting it all on paper.

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who provided support in the classroom for Mrs. Franklin.

Lynn Davis Sullivan
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INTRODUCTION

"A child learns best by being in touch with the world and experiencing it with all his senses", (The Texas Child Care Quarterly, Feb. 1978, p. 21). When used as an intergral part of each curriculum area, the fine arts can make possible a deeper kind of learning. By experiencing and creating, children gain not only knowledge and awareness of themselves, but also a better understanding of other people and the world around them.

This pilot project was designed to provide teachers of young children some specific lesson plans which utilize the fine arts to teach the Essential Elements for Early Childhood. Also included are evaluations of a variety of materials, kits, etc., to assist teachers in the selection of quality fine arts equipment to meet specific objectives in their own programs.

The fine arts -- music, drama, creative movement, and visual arts -- can provide the vehicle to teach any curriculum area and provide it in a joyful way. So, expose your classroom to the arts and enjoy the happy atmosphere it can create. The freedom of expression your children develop, orally and in movement, will be beautiful!

WHY FINE ARTS?

I feel that children, ages three to six, learn best through their hands and their bodies; so, fine arts is an excellent way to get young children actively, rather than passively, involved in learning. Creative movement, drama, music, and the visual arts all provide stimulating, whole-body activities.

Children like creative movement because there is no right or wrong to it. They can be what they want to be; do it the way they want to do it; and feel really good about themselves while doing it. The children can be things like animals or trees. They can become what we are learning, which leaves a stronger, longer-lasting imprint on their minds, than when we just talk about something in a structured lesson. I use creative movement as an informal assessment tool. Sometimes the children are not able to tell you what they know, but they can show you with their bodies. I can see if they have learned the concepts, such as a tree is tall or it is down here on the ground. Then, I can determine if we need to go into a concept just a little bit more.

During creative movement, we usually turn on some music, and sometimes use props like feathers or scarves that the children can wave around - they love dancing with props. Throughout these activities, the children are not touching anybody or talking; they are using their minds and bodies, not their mouths - they might even choose to close their eyes. Creative movement is mostly a gross motor activity with the focus being on individual interpretation using the large body muscles. During creative movement time, the children are working on a lot of imagery, motor skills, and patterning. Patterning, which is to know where you are going and how you are going to get there, occurs because the children are encouraged to move around the entire room and therefore, must "plan" in their minds how they will do that without bumping into anything.

Drama is re-enacting something that has already been told, like a poem or story, such as "Little Red Riding Hood." The children become the characters. They can express drama in their own way, but there is an "outline" to it. The children sequence events in a story and try to become something rather than to create something themselves. Whereas in creative movement, the children dream up what to do by themselves. Creative movement comes from within, expressing what is inside; and there is not as much right or wrong, black or white in creative expression as there is in drama. At different times, use things like hats, puppets, stuffed animals, and/or other props, such as, a little slide we used once as a bridge, to encourage more total involvement as the intended character. In drama, the children often role-play the same thing - not trying to be like each other, but all trying to be a goat, for example.

The activities of music time encourage more vocal participation; and music, voice, and rhythm activities are often done from a stationary position. When the children accompany the music with their bodies, that is creative movement; when they accompany it with their voice or instruments, that is music. Often young children begin with no sense of rhythm or appear to be tone deaf. I find that the more you do musical activities, allowing these children to hear others and feel the beat, the greater and quicker their improvement will be. For example, we had one child who sang terribly off key, but with daily doses of musc time, she began to sing on key without ever feeling a sense of frustration or failure. However, if we only sang once a week or less, she would have never internalized the music and might have even stopped trying. We have music every day so the children begin to develop this inner sense of rhythm. It does not bother me if the children do not do it well - if they were all doing it well, we would need to move on to something else, something that would challenge their creativity even more. They are not supposed to be performing, they're just learning! In music, the children learn counting, directionality, language, body parts, and, of course, social interaction skills. The children like music; in fact, most of them love it! It is an equalizer - nobody stands out or is too much better than anyone else. Music is a nice way to pull the group together, have everyone pitch in, and be for each other.

True "on-hands" experience occurs with visual arts. "Cut and paste" activities are excellent for improving creative abilities and for teaching fine motor skills. Visual arts as a medium may also be used to demonstrate mastery or knowledge of a concept. It requires time on task and concentration. The children are less distracted because they are anxious to follow the project from beginning to end, and then have something, when they have finished, that they made themselves. These activities reinforce the concepts and new words we are learning. I do have goals in a visual art lesson and some form of an outcome planned; however, the interpretation of the directions are completely individual. The child makes what he sees, knows and understands in his own mind - the end product is his. The child might as well be on an assembly line if the art product is not allowed to be unique. The means used to reach the end are my objectives, such as cutting on the line, using a hole-punch, tracing, counting, and recognizing shapes or colors. The end product should be an expression of the child's feelings, interpretation of the lesson, and individual ability - not a reproduction of the adult's idea.

Visual arts are messy, so do not let everybody work at the same time. We divide into small groups of three and four. This allows the children the opportunity to work at their own rate of speed, which, in turn, enables the project to truly become a part of them.

We display our "masterpieces" in the room and in the hallway, then once a week the children take the projects home. I encourage the parents to talk to their child about the things they bring home; I send a weekly note describing our activities and the new words that were introduced. This interaction helps the child keep the concept in his mind. Saving the activities until the end of the week gives him an opportunity to recall the week.

Monday does not mean starting over; we are always building on the skills. The week's activities are new ways of performing last week's objectives. A lot of the songs and activities help to tie the weeks together. For example, at Christmas, the children pretend to be reindeer and move around to a particular rhythm. Later in the year, they pretend to be a farm animal or a dinosaur to the same rhythm.

When we are doing certain activities, the children are allowed to run around the room. Of course we do have rules: you cannot touch anybody and you cannot make noise with your mouth, unless it makes sense (e.g., an animal sound). The children like the rules because they know everyone is following them - it gives them a sense of security. They have more fun because no one is going to hit or run into them. One or two children run into things at the first of the year. We tell them that they need to plan where they are going; they can go anywhere that they want, as long as they are using their brain while they do it. If a child's brain "turns off" and he bumps other children or continues to knock over things, then he is required to sit. It usually doesn't take long for his brain to "turn on" and he's then allowed to rejoin the group.

We do not rearrange the room during the year. The room arrangement may seem complicated at the first of the year, and the classroom may also appear overstimulating to some people. However, the world is complicated and overstimulating, not blah-beige. The children learn to adjust their bodies and that in itself is a valuable lesson. A constant, stable room arrangement builds confidence. The same toys and learning materials are in the room all year long. That way the child does not feel compelled to look at everything immediately; he can explore things when he wants to, they're not going to be taken away. I believe this tends to decrease distractability. By the end of the year, the children can demonstrate success in attention span, self-control, and motor planning.

In teaching young children, I feel that the more ways they can involve themselv in the learning of a particular skill or concept, such as role-playing it through drama, expressing inner feelings about it with creative movement, singing and making music based on it and then actually constructing something that resembles it with their hands, the better they will have learned and internalized the concept. Fine arts does it all!

Definition of Terms

Visual Arts:

A form of expressive art in which the child uses materials which can change as he creates new forms, the result usually being in the form of a product (something the child makes - such as a painting)

Drama:

An area of the fine arts in which the child expresses creativity as he becomes whatever he imagines himself to be, using puppets, props and dress-up clothes.

Music:

A fine arts area in which the child explores sounds/melodies using voice, body movements, instruments and listening skills.

Creative Movement:

An expressive art form in which the child uses his body to express ideas and feelings (such as: going barefooted in the mud, moving as though you were sad, etc.) and imagery and movement (such as: walk tall like a giraffe, etc.) to music, rhythm, poems and stories.

NEEDS THAT FINE ARTS MEET

SOCIAL

. . . developing an appreciation and respect of others and their creative work
. . . learning to cooperate, share, take turns, and be courteous in a group
. . . assuming responsibility for the use, care, and cleaning of materials & tools
. . . becoming sensitive to the needs and feelings of others
. . . learning to follow directions, to listen, to concentrate
. . . learning patience and self-control

EMOTIONAL

. . . expressing and facing his innermost feelings, thoughts, and emotions honestly and with complete freedom
. . . knowing himself better and identifying aspects of his personality with his own work in the expression of personal feelings and experience
. . . developing a positive self-concept and self-confidence through successful experiences and acceptance and acknowledgement as an individual
. . . freeing himself from competition and not having to live up to adult standards
. . . developing healthy mental attitudes toward himself and others as he has opportunities for satisfying, creative experiences

INTELLECTUAL

. . . choosing and accepting the responsibility of his own choices
. . . developing, organizing, and choosing his own ideas and subject matter for creativity
. . . experimenting and learning by doing--having concrete experiences helps him to begin to understand the abstract
. . . selecting and setting a task for himself and the privilege, opportunity, and responsibility of doing it
. . . working through complex situations
. . . evaluating his own work
. . . encouraging and stimulating conversation

PHYSICAL

. . . improving gross and fine motor coordination
. . . helping to develop large and small muscles
. . . helping to improve eye-hand-mind coordination
. . . developing sensory organs
. . . developing visual and motor control

PERCEPTUAL

. . . becoming alert to and challenged by the beauties and wonders of his world
. . . responding more fully to a world filled with experiences as he sharpens his sensory responses
. . . becoming more discriminating of likenesses or differences of size, shape, color, line, texture, action, mood in nature & in objects made by humans
. . . developing the ability to observe and assimilate and then to express these mental images spontaneously and freely

AESTHETIC

. . . developing sensitivity to art and beauty
. . . showing good taste & discrimination in aesthetic awareness & judgment
. . . becoming sensitive to the unity of ideas & feelings
. . . recognizing & being receptive to agreeable & harmonious proportions & congrous relationships between objects or colors
. . . recognizing the relationship of art & our visual responses in our daily living

CREATIVE

. . . using original planning, thinking, and organizing
. . . enjoying the challenge of new & different materials & inventing ways to use them
. . . receiving personal satisfaction & joy from producing something original

Classroom Description

Adults:
1 full-time teacher
1 full-time instructional aide

Children:
10-12 children
ages 4, 5, 6,

	6	1	4	10	1
handicapping conditions:	MR,	ED,	LD,	SH, (secondary code)	OHI

Classroom:

no sink
2 trapezoid tables, 1 round table, 1 kidney-shaped table
1 teacher's desk
carpeted
upstairs
room arranged in learning centers
*general floor plan on page 12

Schedule:
children's day is 6 hours, 15 minutes including breakfast, lunch and 30 min. rest time
*detailed schedule on page 11

SCHEDULE

8:00 - 8:25	Arrive - Breakfast and/or Homework & Workshop
8:25 - 8:55	Homework cont/ & Writing Skills & Workshop
8:55 - 9:05	Gross Motor - Toilet
9:05 - 9:30	Opening Activities (large group)
9:30 - 9:45	Math & Visual Perception & Listening Center (rotating groups A, B, or C)
9:45 - 9:55	Math & Visual Perception & Listening Center (rotating groups A, B, or C)
9:55 - 10:05	Math Rhythms
10:05 - 10:10	Prepare for Lunch - Toilet
10:10 - 10:40	Lunch
10:40 - 11:00	Toilet - Resting mats down - Story
11:00 - 11:30	Rest
11:30 - 11:55	Toilet - Music/Rhythm Activities
11:55 - 12:15	Language/Auditory Training I & Perceptual Motor Skills III & Workshop
12:15 - 12:35	Language/Auditory Training II & Perceptual Motor Skills I & Workshop
12:35 - 12:55	Language/Auditory Training III & Perceptual Motor Skills & Workshop
12:55 - 1:15	Recess - Toilet
1:15 - 1:30	Snack - Brush Teeth
1:30 - 1:55	Self-Selection (learning centers) and/or Individual Language Stories or Testing
1:55 - 2:05	Physical Education/Gross Motor/Body Awareness
2:05 - 2:15	Check "chips" - Good Behavior Stickers (B-Mod) - Prepare to leave

Wednesday Schedule Changes

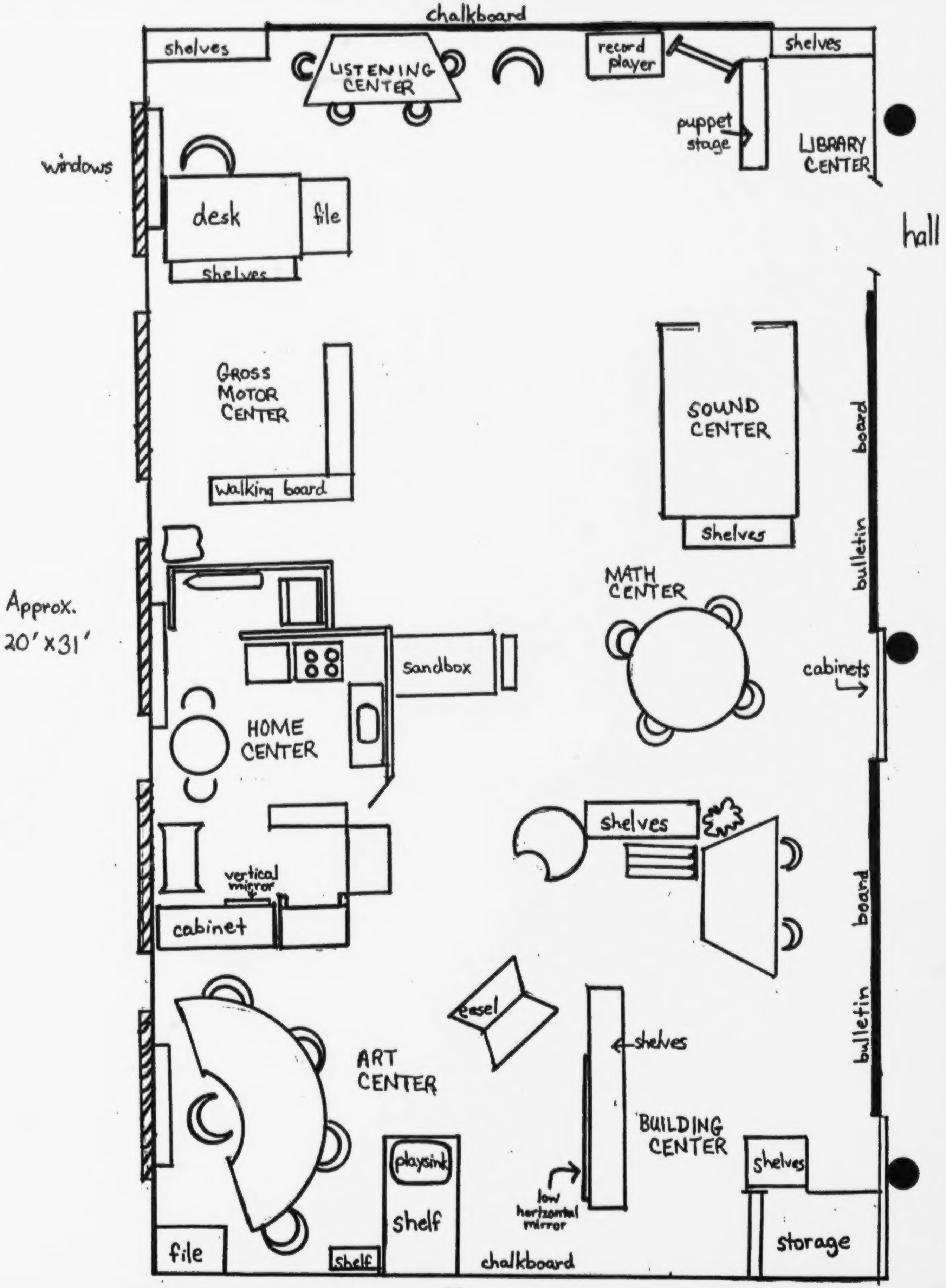
8:00 - 11:30	- - - same - - -
11:30 - 11:50	Toilet - Music/Rhythm Activities
11:50 - 12:10	Language/Auditory Training I & Perceptual Motor Skills III & Workshop
12:10 - 12:30	Language/Auditory Training II & Perceptual Motor Skills I & Workshop
12:30 - 12:50	Computer Room Activities
12:50 - 1:10	Language/Auditory Training III & Perceptual Motor Skills II & Workshop
1:10 - 1:15	Toilet
1:15 - 2:15	- - - same - - -

Friday Schedule Changes

8:00 - 8:25	- - - same - - -
8:25 - 8:30	Pledge
8:30 - 8:55	Library Time
8:55 - 9:05	Toilet
9:05 - 9:20	Homework & Writing Skills & Workshop
9:20 - 9:30	Homework cont. & Visual Perception & Workshop
9:30 - 9:45	Math & Visual Perception & Listening Center
9:45 - 10:05	Magic Circle/Talk-About Time
10:05 - 12:55	- - - same - - -
12:55 - 1:10	Physical Education/Gross Motor/Body Awareness - Toilet
1:10 - 1:20	Sensory Experience Language Activities
1:20 - 1:40	Special Snack
1:40 - 1:55	Check "chips" - Good Citizen Smelly Stickers - "Surprise Box" (B-Mod)
1:55 - 2:10	Table Games
2:10 - 2:15	Prepare to leave

Mrs. Ranella Franklin, Teacher

Mrs. Alice Worthy, Aide


chalkboard
shelves
LISTENING CENTER
record player
shelves
puppet stage
LIBRARY CENTER
windows
desk
file
shelves
hall
GROSS MOTOR CENTER
walking board
SOUND CENTER
shelves
bulletin board
Approx. 20'x31'
MATH CENTER
sandbox
cabinets
HOME CENTER
shelves
vertical mirror
cabinet
bulletin board
easel
shelves
ART CENTER
BUILDING CENTER
playsink
shelves
shelf
low horizontal mirror
storage
file
shelf
chalkboard

EARLY CHILDHOOD UNITS

This is a list of the topics covered during the year. Beside each topic is a group of "new words" included in that unit. While that topic is being studied, I display a picture card for each new word. At the conclusion of a unit, the picture cards are placed in a large container for the children to continue to review throughout the year.

TEDDY BEARS ON PARADE:	"bear, fur, hibernate, den"
FOREST ANIMALS:	"forest, squirrel, skunk"
AUTUMN:	"autumn, leaves, tree, rake"
SAFETY:	"policeman, patrol car, whistle, go, stop, exit, traffic light, fireman, ladder, fire plug, hose, firetruck, matches"
TRANSPORTATION:	"bus driver, bus, automobile, bicycle, vehicles, tunnel, bridge, map, train, engine, caboose, tracks, conductor, engineer, ticket, pilot, airplane, helicopter, airport, astronaut, rocket"
HALLOWEEN:	"pumpkin, Jack-O-Lantern, skeleton, scarecrow, owl, ghost, witch, bat, spider, mask"
HEALTH:	"doctor, nurse, ambulance, hospital, stethoscope, thermometer, needle, germs, dentist, mouth, teeth, toothbrush"
THANKSGIVING:	"Indians, Pilgrims, Mayflower, ship, turkey, teepee, peace pipe, buffalo, papoose, cornucopia"
CHRISTMAS:	"sleigh, reindeer, bell, stocking, wreath, candle, angel, Christmas tree, decorations, presents"
MAKING MUSIC:	"musical instruments, musician, notes, conductor, baton, orchestra, auditorium, stage, microphone"
FARMS AND RANCHES:	"cowboy, boots, farmer, tractor, plow, scarecrow, barn, silo, cow, pig, rooster, sheep, hen, horse, goat, duck"
WEATHER AND SEASONS:	"weatherman, thermometer, clouds, rain, snow, icicle, rainbow, sunshine, shadow (Ground Hog's Day), winter, spring, summer, autumn"

CALENDAR: "day, night, morning, afternoon, sun, moon, stars, clock, week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, month, year"

VALENTINE'S DAY: "postman, post office, letter, stamp, envelope, mailbox, heart, cupid, arrow, lace, Valentine"

GEORGE WASHINGTON: "President, cherry tree, hatchet, quarter, one dollar bill, flag"

PREHISTORIC TIMES: "dinosaur, Brontosaurus, Tyrannosaurus rex, Stegosaurus, Triceratops, Ankylosaurus, Pteranodon, volcano, fossil, skeleton, museum"

ST. PATRICK'S DAY: "leprechaun, shamrock, pot of gold, rainbow"

EASTER: "rabbit, hopping, basket, Easter egg, lily"

PLANTS: "soil, seeds, roots, flower, bouquet, sun, rain, scarecrow, shovel, vase, garden"

INSECTS: "insect, caterpillar, cocoon, butterfly, bees, beehive, ants, anthill, flyswatter, spider, web"

BIRDS: "feathers, wings, nest, worm, birdhouse, cage, birdbath, binoculars"

ZOO ANIMALS: "zoo, cage, reptile, spots, stripes, elephant, lion, tiger, leopard, giraffe, bear, zebra, hippopotamus, alligator, turtle, monkey, seal, kangaroo, peacock"

WATER ANIMALS: "aquarium, fish, octopus, starfish, seahorse, whale, ocean, submarine, seashells, ship, fishing pole, hook, net"

[redacted]

TITLE:

INSTRUCTIONAL AREA: ECEE: UNIT: (see Section I)

ACTIVITY SKILL: OBJECTIVE:

STUDENT DIRECTION:

CONSTRUCTION:

Materials:

Teacher Prep:

PICTURE IF APPLICABLE: PATTERN:

REFERENCE:

Name of "fine arts" area
(i.e., music, visual arts,
drama, creative movement)

TITLE: NAME OF LESSON

INSTRUCTIONAL AREA:

One or more of the six areas from the Early Childhood Essential Elements

ECEE:

The specific Early Childhood Essential Element(s) taught by the lesson

UNIT: (See Section I)

The name of the unit to which the lesson may be included

ACTIVITY SKILL:

A learning activity (or activities) which occur in the lesson

STUDENT DIRECTION:

OBJECTIVE:

One or more objectives that may be used to justify the lesson; since objectives are usually written on an individual basis, the measure and frequency have been omitted-you may add your own to make the objective apply to a specific child.
Note: All objectives are begun with TLW which stands for "The Learner Will".

CONSTRUCTION:

Materials: A list of all items necessary to prepare for and present the lesson.

Teacher Prep: Specific directions on what needs to be done before the lesson is presented to the students.

PICTURE IF APPLICABLE:

If needed, a small picture (or pictures) shows how the lesson should look at various stages (e.g., during preparation or when the child is finished.

PATTERN:

If needed, a pattern for the teacher to use during preparation is included.

REFERENCE:
If applicable the source from which the lesson was conceived.

TITLE: Bird Eggs Sequence Pattern

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS Motor-Fine	Develops visual perception Learns the concept of quantity Learns to use the eyes and hands together	Birds

ACTIVITY SKILL:	OBJECTIVE:
Forms a pattern of two repeatedly	TLW form a pattern of two repeatedly.
Says numbers in correct sequence	TLW count twelve ovals.
Cuts following a curved line	TLW cut ovals from paper.

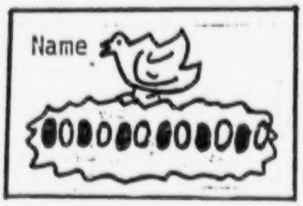
STUDENT DIRECTION: Show pictures of and discuss birds (all birds have two legs and wings, most can fly); ask what covers their bodies (skin, fur, feathers); ask where birds live (most live in trees, some in birdhouses); ask what do they do with their eggs (they build a nest to put them in and the mother bird sits on them to keep them warm until they hatch); ask them to name different birds that they know (i.e., owl, chicken, duck, turkey, peacock, eagle, crow, redbird, parakeet, etc.). Tell them they will each be making a birdnest and some eggs; explain that it will be a special nest because the bird who put the eggs in it created a special pattern with her eggs. Pass out the sets of colored paper to each child (have them name the colors and the shapes they see). Instruct them to cut out all their ovals first. Next, ask them to count and tell you how many ovals they have (12). Then, using your nest and ovals

CONSTRUCTION:

Materials: Large manila paper; brown paper; two different colors of paper (i.e., red and blue); scissors; glue; markers or crayons; pictures of birds; patterns

Teacher Prep: Use pattern to cut out one brown nest per child, and one for yourself, glue nest across bottom of large manila paper, and print name on top left; use a marker to outline a set of six red and six blue (or any other two colors you choose) ovals (using pattern) for each child and one set for you (cut your ovals out ahead of time.

PICTURE IF APPLICABLE:



PATTERN:

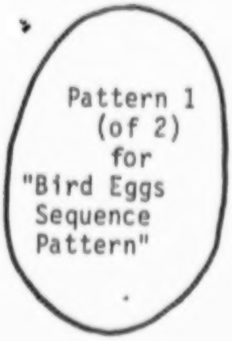
See page.

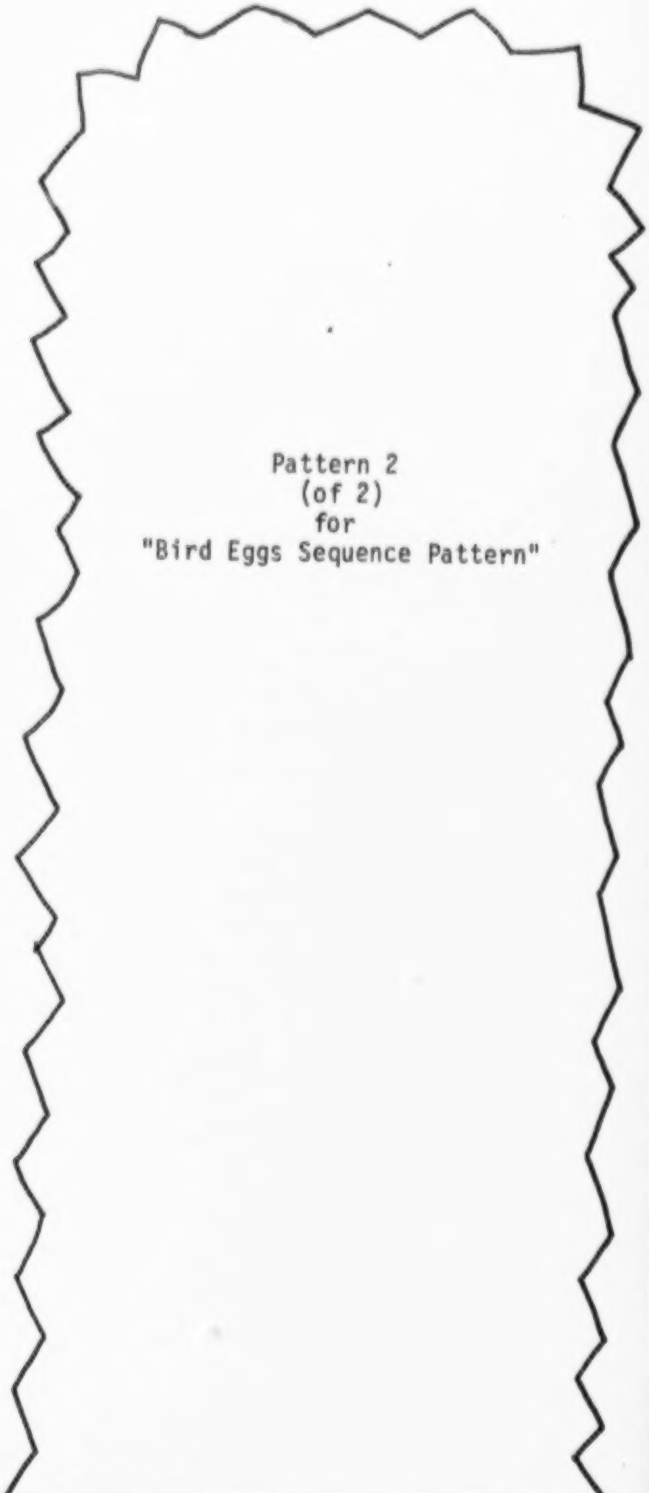
REFERENCE: RKF

Bird Eggs Sequence Pattern Continued

STUDENT DIRECTION:

(eggs), begin to lay out the eggs to make a color pattern in front of you (use no more than 4 eggs and make sure you start on the children's left—for left to right progression). Name each color as you set it down (i.e., "red", "blue", "red", "blue"); ask if anyone can tell you what color should be next (red)—continue with the question until you have used all 12 of your eggs and the pattern sequence is complete. Then, tell them they will get to make their own eggs in a nest the same way. Pick up all but the first four of your eggs, and then pass out the large manila paper with the birds' nests on them (ask them what color the nest is). Instruct them to use their eggs and put them in their nests following the same sequence you did (they may look at the 4 eggs in your nest to help themselves get started). After they have their eggs all placed, allow them to glue them on the paper. Then instruct them to use their markers/crayons to draw the mother bird above nest (have them tell you what kind of bird they are drawing). *Note: You may increase the difficulty of this activity by changing the pattern sequence from 2 to 3 or 4 colors of eggs (i.e., yellow, red, blue, yellow, red, blue).


Pattern 1
(of 2)
for
"Bird Eggs
Sequence
Pattern"


Pattern 2
(of 2)
for
"Bird Eggs Sequence Pattern"

TITLE: Candy Canes

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P	Develops visual perception	Christmas
Communication-EL/RL	Learns to participate in a conversation by talking, asking and answering questions Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Draws within angled path	TLW color between 2 angled lines without getting out of the line.
Forms a pattern of two repeatedly	TLW form a striped pattern of red-white-red-white while coloring.

STUDENT DIRECTION:

Talk about Christmas and the special colors of that holiday (red, green, white). Ask them what special kind of candy is seen a lot at Christmas time (candy cane) and what color it usually is (red and white); ask if the red and white colors are stripes or dots on the candy cane (stripes); ask what we can do with real candy canes (eat them) and if we can eat them, then they are what? (food). Tell them they will be making two candy canes of their own out of paper/cardboard, ask if they will be able to eat them? (no) why? (because they are not real, they are just make-believe). Explain that we will use them for decorations - to make the classroom pretty. Hold up a real candy cane and have the children notice how the stripes go red-white-red-white. Pass out

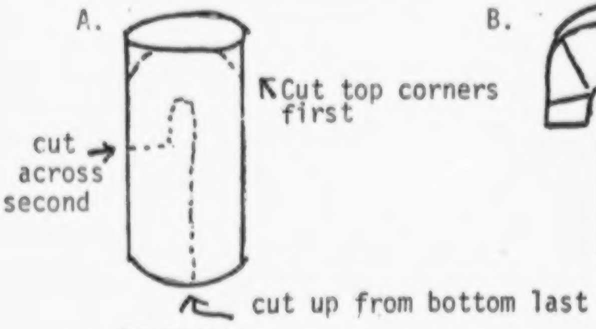
CONSTRUCTION:

Materials: Toilet paper rolls; yarn; red markers pr crayons; pencil; scissors, hole-punch; real candy cane.

Teacher Prep: Precut 2 candy canes per child (gently hold the toilet paper roll flat as you cut off the top corners first, etc. - See A below - you will be cutting through a double thickness). After you cut one or two "canes"; you will be able to quickly cut the others - no need to draw cutting lines; just cut "freehand"; they do not have to be perfect. Punch holes in top; cut 2 6" pieces of yarn per child; outline stripes with pencil (see B below).

PICTURE IF APPLICABLE:

A.



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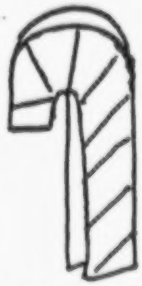

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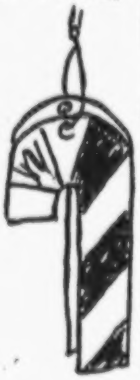


PATTERN:

REFERENCE:

RKF

EC/ESC/10/84

Candy Canes Continued

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion of candy canes.
Follows two simple directions with paper and pencil	TLW follow directions to color one stripe red and leave the next one white, etc.

STUDENT DIRECTION:

toilet paper rolls to each child and red markers; instruct child to look again at the real one whenever he needs to and then make a Christmas candy cane by coloring red stripes (remind him to make one red stripe, then leave one white, then one red, etc.). Let children thread their yarn through holes, then you tie a loop (see C below) and put initials inside - hang on tree or in window.

TITLE: Caterpillar Color Pattern

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-P/TS	Develops visual perception	Insects
Motor-Fine	Learns the concept of quantity	
	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Forms a pattern of two repeatedly	TLW form a pattern of two repeatedly.
Says numbers in correct sequence	TLW count twelve circles.
Cuts circles from paper	TLW cut circles from paper.

STUDENT DIRECTION: Talk about butterflies (they lay their eggs on a leaf, a caterpillar hatches out an egg, then after he eats a lot he spins a cocoon and goes to sleep - when he wakes up and comes out of the cocoon, he is a butterfly ; show pictures).

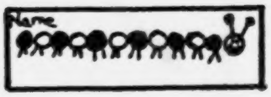
- Tell them they will each make a caterpillar; explain that it will be a very special caterpillar because the colors in his body sections create a pattern. Pass out the sets of colored paper to each child (have them name the colors and the shapes they see). Instruct them to cut out all their circles first. Next, ask them to count their circles (12). Then, using your circles, begin to make a color pattern on a piece of manila paper in front of you (use no more than 4 of the circles and be careful to start on the children's left -- for left to right progression). Name each color as you set it down (i.e., "blue", "yellow", "blue", "yellow"); ask if

CONSTRUCTION:

Materials: Large manila paper; glue; marker; pictures of caterpillar, cocoon and butterfly; pencils; two different colors of construction paper (i.e., yellow and blue); circle pattern

Teacher Prep: Use a marker to outline a set of 6 blue and 6 yellow (or any other two colors you choose) circles (using pattern) for each child and one set for you; cut the large manila paper in half lengthwise so each child (and you) will have one strip

PICTURE IF APPLICABLE:



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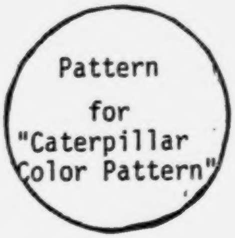


27

REFERENCE: RKF

Caterpillar Color Pattern Continued

STUDENT DIRECTION:
anyone can tell what color should be next (blue) -- continue with the question until you have used all 12 of your circles and the pattern sequence is complete. Then, tell them they will get to make their caterpillar the same way. Pick up all but the first four of your circles, and then pass out the large manila strips of paper. Instruct them to use their circles and make a caterpillar following the same sequence you did (they may look at the 4 circles on your paper to help themselves get started). After they have their circles all placed, allow them to glue them on the paper. Then instruct them to use their pencil and draw a face, antennae and legs on their caterpillar.

* Note: Difficulty of this activity may be increased by changing the pattern sequence from 2 to 3 or 4 colors of circles (i.e., red, yellow, blue, red, yellow, blue).

Visual Arts

TITLE: Exit Sign

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS	Develops visual perception	Transportation Safety
Communication-EL	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Draws within angled or curved path	TLW color around and not on the "exit" letters.
Discriminates open from closed figures	TLW open and close his door correctly on command.

STUDENT DIRECTION:

Talk about EXIT signs (what color is it - red; what does the sign mean? - that is where we go outside; why do we need to know that - because there could be an emergency, like a fire, and we would need to be able to get out of the building fast).

- Pass out 3 x 5 cards with EXIT on them; instruct the children to use their red and color around the letters, not on them.
- Then pass out the manila paper with the door, let them draw on a doorknob and practice opening and closing the door. Next, tell them to listen and follow your directions to "open" or "close" their door on command; then let them take turns giving the directions to "open" or "close".
- Finally, instruct them to glue on their "Exit" sign above the door. Ask them again what "Exit" tells us and why we need to know.

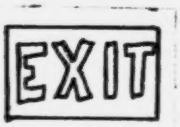
CONSTRUCTION:

Materials: 3 x 5 cards, small manila paper, glue, red marker/crayon, exit pattern.

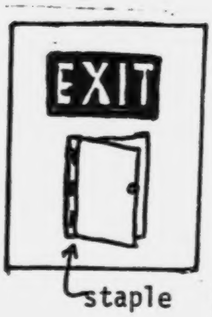
Teacher Prep: Print in "box letters" the word EXIT on a 3 x 5 card for each child (see A) - use pattern for letters.
Using a small piece of paper (or another 3 x 5 card) staple it along one side onto the manila paper and trace around it; this will make a door (see B).

PICTURE IF APPLICABLE:

A



B



PATTERN:

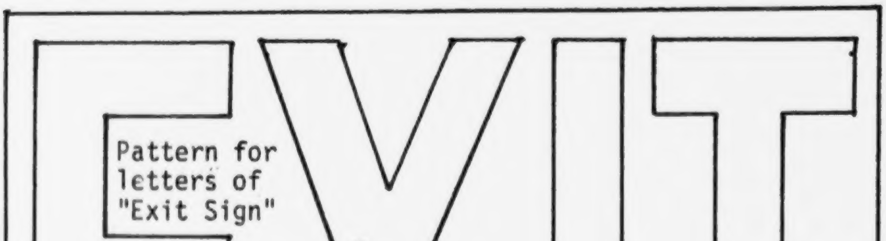
See page.

REFERENCE:

Exit Sign Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Learns that anything that can be spoken can be written Learns the position of objects	

ACTIVITY SKILL:	OBJECTIVE:
Asks meaning of sign	TLW tell what "exit" means.
Uses word to describe position	TLW use the words "open" and "closed" to describe the position of the door.



Pattern for letters of "Exit Sign"

TITLE: Fooey (A Chant)

INSTRUCTIONAL AREA:
Cognition-P
Motor-Gross
Social/Emotional

ECEE:
Develops kinesthetic perception
Learns to maintain rhythms by moving the body
Learns social skills and appropriate group behavior

UNIT: (See Section I)
N/A

ACTIVITY SKILL:
Engages in hand games
Participates in musical games
Observes rules and takes turns in games

OBJECTIVE:
TLW produce specific motor functions in imitation of a model.
TLW take turns being the leader.

STUDENT DIRECTION:

Children and teacher sit in a circle on the floor. Tell the children to watch closely and do what you do. Explain that in a minute you will say, "Fooey!" and begin doing something else and that they should say, "Fooey!" right after you and do whatever you are doing then.
Begin with a simple movement (e.g., clapping, patting your head, snapping your fingers, patting your knees, etc.); when all children have joined in the movement, say "Fooey!" and change your movement. The game continues as long as you wish, getting faster and faster, with changes coming more and more quickly. End the game with "Stop!" - everyone should "freeze".

CONSTRUCTION:

Materials: None

Teacher Prep: None

PICTURE IF APPLICABLE:

N/A

PATTERN:

N/A

REFERENCE: Musical Games, Fingerplays And Rhythmic Activities For Early Childhood

Fooey (A Chant) Continued

STUDENT DIRECTION:

Variation: When the children clearly understand the format of following and changing, the game can be extended by going from a sitting to a standing position and then to moving all over the room with larger movements like jumping, marching, hopping.

Note: Mature children will enjoy being the leader for this game.

TITLE: Hand Tulip Garden

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-P/TS	Develops tactile perception	Plants
Social/Emotional	Learns that the enviroment can be observed	
	Learns to work independently	

ACTIVITY SKILL:	OBJECTIVE:
Explores standard tactile material	TLW explore finger paint.
Identifies colors by name	TLW name four colors.
Follows simple directions	TLW follow directions to draw grass and stems.

STUDENT DIRECTION: Work with groups of 4 children at a time (or see "Variation I" if using only 3 in a group). Put on smocks; talk about flowers - how they grow (seed in soil, rain and sun, then it grows and blooms); tell them that sometimes people plant seeds in a pot and sometimes they plant right in the ground in a garden - tell them they will be making a tulip garden - pass out paper and green markers; tell them to make their ground/grass first, then draw 4 stems (their flowers are beginning to grow) up about ½ way on their paper (see picture A) - they can also draw leaves if they wish (you may need to demonstrate on the board) - finally, tell them their tulip flowers are ready to bloom; instruct them to each raise their right hand, use a brush to paint one different color on each child (have each child name his color)--do the first child and let him put his handprint one time on all 4 papers* (afterwards he can go fingerpaint all over his fingerpaint paper), then repeat with the second child, then the third child

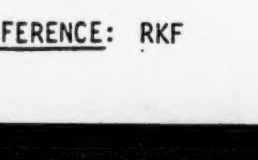
CONSTRUCTION:

Materials: 3-4 colors of fingerpaint; large manila paper; green markers/crayons; fingerpaint paper; smocks; brushes

Teacher Prep: Put the children's names on papers; print Tulip Garden across top of manila paper.

PICTURE IF APPLICABLE:

A



B

Name Tulip Garden

PATTERN:

N/A

REFERENCE: RKF

Hand Tulip Garden Continued

STUDENT DIRECTION:

and finally the fourth child (after each child makes his handprint once on each paper, he should go fingerprint independently) Remember to use a different color on each child (let them name the colors).

* Variation I: In groups of 3 children, each child should use his hand twice on his own paper

TITLE: Heart Pattern Matching

INSTRUCTIONAL AREA:

Cognition-P/TS

ECEE:

Develops visual perception
Learns that the environment can be observed, manipulated and tested

UNIT: (See Section I)

Valentine's Day

ACTIVITY SKILL:

Forms a pattern of three or more items repeatedly
Identifies colors by name

OBJECTIVE:

TLW sequence a pattern of three colors.
TLW name red, pink and white.

STUDENT DIRECTION:

Talk about Valentine's Day (we send cards/letters in the mail, cupid shoots his arrow, hearts are everywhere). Pass out their 6 hearts each; ask them what shape they are - heart; how many? - count 1-6; what color? - red, white, pink; how many red? - count 2; how many pink? (2) - how many white? (2). Show pattern card - read color sequence together (begin on left): red, white, pink, red, white, pink; then let each child say the color sequence individually. Pass out strip of manila paper and glue (put pattern where all can see it). Instruct them to look at the pattern and place their hearts in the same way - tell them to look carefully! Suggest that they may want to say the color sequence again to themselves as they arrange their hearts. When they think they are ready, allow them to glue down their hearts.

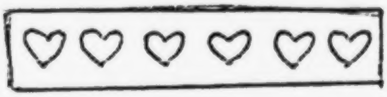
CONSTRUCTION:

Materials: Large manila paper; red, white, and pink paper; glue sequence card; heart pattern (see below).

Teacher Prep: Cut large manila paper in one-half lengthwise (each child will get 1 strip); cut 2 red, 2 pink and 2 white hearts for each child; prepare the sequence card as follows - red, pink, white, red, pink, white (see A below).

PICTURE IF APPLICABLE:

A.



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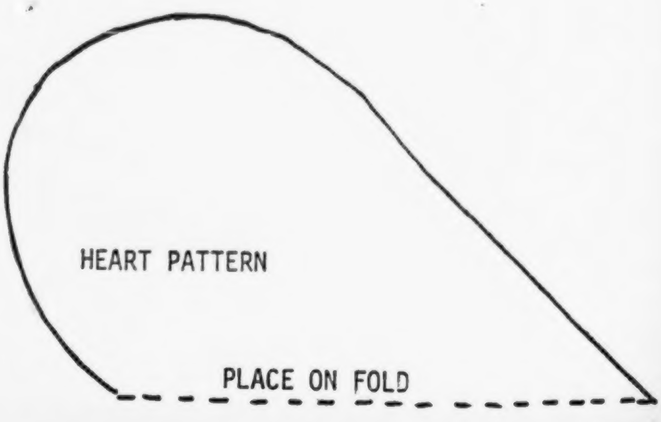


REFERENCE:

RKF

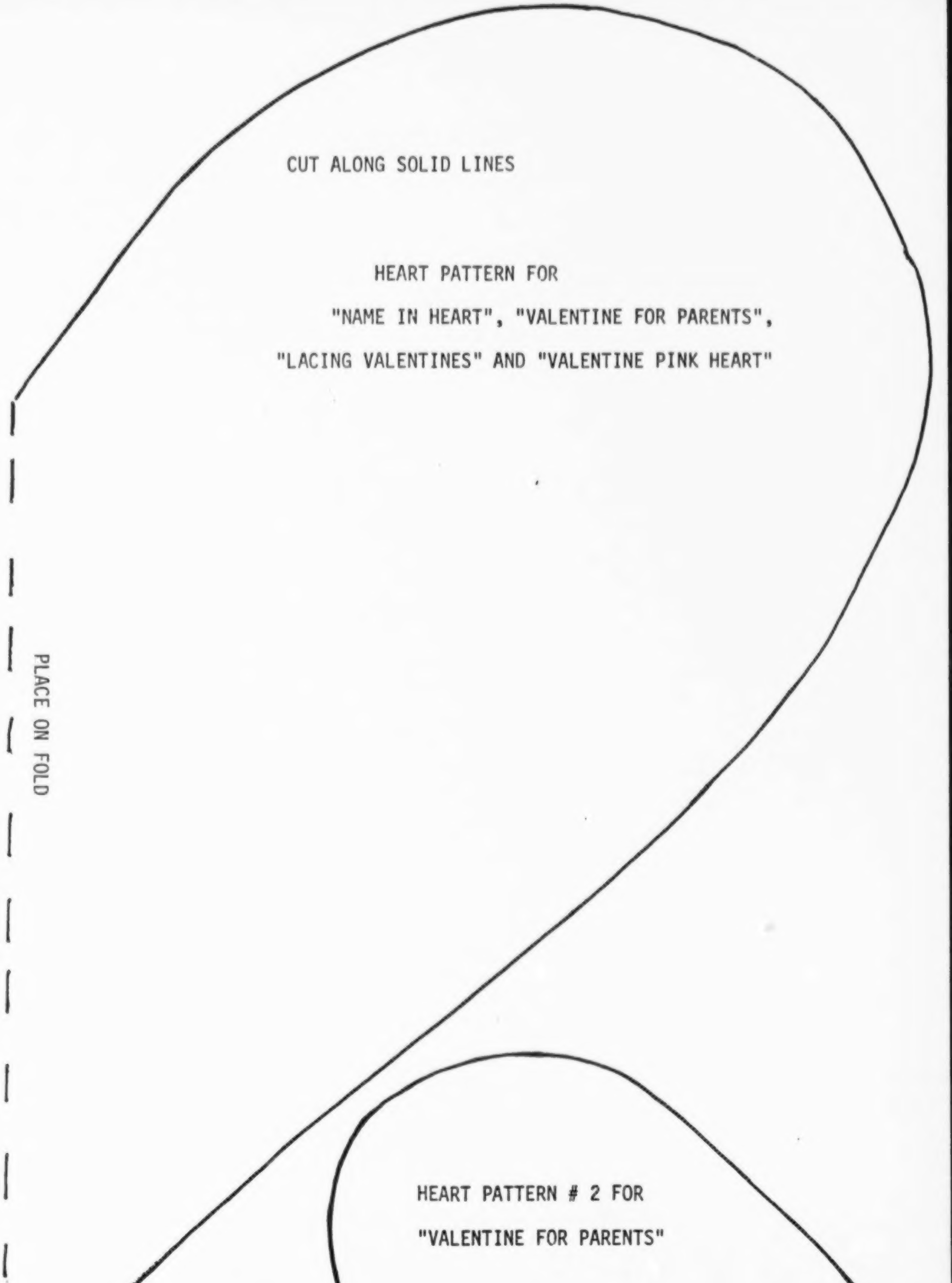
Heart Pattern Matching Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns the concept of quantity

ACTIVITY SKILL: OBJECTIVE:

Says numbers in correct sequence TLW count 6 hearts.



CUT ALONG SOLID LINES

HEART PATTERN FOR

"NAME IN HEART", "VALENTINE FOR PARENTS",

"LACING VALENTINES" AND "VALENTINE PINK HEART"

PLACE ON FOLD

HEART PATTERN # 2 FOR

"VALENTINE FOR PARENTS"

PLACE ON FOLD

TITLE: The Muppet Show Theme - Ribbon Routine

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS	Develops auditory perception	N/A
Communication-RL	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Follows directions from a record	TLW follow directions (telling him how to move his ribbon) from a record.
Uses body movements to demonstrate up and down	TLW move his ribbon up and down on command.

STUDENT DIRECTION:

Space the children (standing) at least 3' apart. Give each child a ribbon (have them tell you the color of their ribbon). Explain that they will be moving their ribbons in special ways and that they will need to listen very closely. First, tell them to pretend their ribbon is a windshield wiper on a car (ask what a windshield wiper does-it wipes off the rain so you can see). Show them how to keep their arm straight and move their ribbon side to side over their head (their arm should cross in front of their face). Next, tell them to make big circles in front of their body (starting down low and going way up high). Follow this by moving the ribbon back and forth crossing down low (their arm should move back and forth down in front of their legs). Last, tell them to

CONSTRUCTION:

Materials: One 5'-6' ribbon for each child (scarves or crepe paper streamers may be substituted); cassette or record "Ball, Hoop and Ribbon Activities for Young Children"; cassette or record player.

Teacher Prep: Locate the song "The Muppet Show Theme-Ribbon Routine".

PICTURE IF APPLICABLE:
N/A

PATTERN:
N/A

REFERENCE: Ball, Hoop and Ribbon Activities for Young Children by Carol Hammett and Elaine Bueffel

The Muppet Show Theme - Ribbon Routine Continued

INSTRUCTIONAL AREA:	ECEE:
Motor-Gross	Learns that the environment can be observed, manipulated and tested Learns to maintain rhythms by moving the body

ACTIVITY SKILL:	OBJECTIVE:
Identifies colors by name Indicates understanding of directions despite background noise Dances in rhythm to music	TLW name the color of his ribbon. TLW move his ribbon in rhythm to the music.

STUDENT DIRECTION:

pretend their ribbon is a whip and move it up and down right in front. Explain that at the end of the song it will say to "squiggle" their ribbon - demonstrate how to hold it way up high and "squiggle" it back and forth quickly as you move it to the ground. Have the children stand tall and get ready to listen - play the recording.

Visual Arts/Music

TITLE: Musical Drawings

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P	Develops auditory perception	
Motor-Fine	Learns to use specific hand movements with ease and dexterity	
Creative Expression	Develops ability to appreciate and respond to music	

ACTIVITY SKILL:	OBJECTIVE:
Performs on auditory cue alone	TLW stop coloring when the music stops.
Scribbles with crayon	TLW use pincer grasp to scribble with crayon.
Adjusts body movement to type of movement	TLW adjust coloring movements to fast and slow tempos.

STUDENT DIRECTION:

Pass out paper and crayons to each child. Instruct them to listen to the music and draw to it using one of their crayons. Explain that the music might be fast or slow and that they should listen carefully so they will know how to color. Tell them that you will change the music in a minute, and that when they hear it change, they should change crayons. Also, suggest "Big Arms" to produce whole arm movement.

Variations:
(1) Have the children switch their crayon to their other hand when the music changes.
(2) Have children color with both hands.

CONSTRUCTION:

Materials: Large sheets of paper, two or three large crayons per child, record or cassette of good listening music, record player or cassette player.

Teacher Prep: Select suitable music (such as the Overture to William Tell, "The Thieving Magpie", Fantasia, etc.) - a record/cassette with four or five musical selections is best; also, try to find music with varying tempos.

PICTURE IF APPLICABLE:

N/A

PATTERN:

N/A

REFERENCE: Don't Move The Muffin Tins by Bev Bos

STUDENT DIRECTION:

(3) When the music changes, have the children take their crayon and move to someone else's paper - at the conclusion of this variation, discuss with the children how they feel to have someone touch or color on their art.

TITLE: Name in Heart

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS Communication-EL	Develops visual perception Learns that anything that can be spoken can be written	Valentine's Day

ACTIVITY SKILL:	OBJECTIVE:
Draws within angled and curved path Identifies name	TLW color inside small spaces. TLW recognize his name written inside a heart.

STUDENT DIRECTION:

Pass out hearts, talk about shape and color; let them read their name and their friend's names. Instruct them to close their heart and then take one of their crayons and color very hard all over that one-half (they may wish to use different colors and turn and color on the other side, too). Then they should open their heart and you will need to go over their name with a black crayon as it appears backwards on the other side to make it dark (see C below). Finally, instruct children to color inside the loops of their names to make a pretty design - using a lot of different colors.

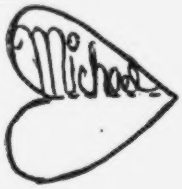
CONSTRUCTION:

Materials: Pink paper; crayons; scissors; heart pattern.

Teacher Prep: Cut one large pink heart for each child; fold in one-half to make a crease down the center; write child's name heavily in cursive with black crayon along the fold using as many loops as possible and making it as large as you can (see A and B below).

PICTURE IF APPLICABLE:

A.



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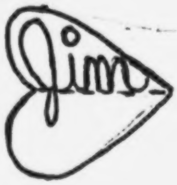

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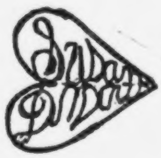


PATTERN:

See page.

REFERENCE:

RKF

Name in Heart Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Motor-F	Learns to use specific hand movements with ease and dexterity Learns about people, places, space and events	

ACTIVITY SKILL:	OJBECTIVE:
Scribbles with crayon spontaneously	TLW scribble with a crayon completely covering one-half a heart.
Discriminates open from closed figures	TLW follow instructions to open and close their heart shape.

TITLE: Negative Space Paper

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS	Develops visual perception	N/A
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	
Creative Expression		

ACTIVITY SKILL:	OBJECTIVE:
Studies object with intent	TLW notice the hole in his paper.
Asks questions/Asks "why" questions	TLW ask questions about the hole in the paper.

STUDENT DIRECTION:

Present the paper without any comment to the children. Have the crayons (or markers or paint) available, and instruct the children to draw (or paint) as they like. Be alert to children's questions about the hole(s). Ask them what they think it's for, or what it is? Watch to see how, or if, they incorporate it into their picture. Encourage them to talk about their creation. Print what they tell you onto their picture.

CONSTRUCTION:

Materials: Paper (any kind), crayons (or markers or paint) - first in one color, then in two.

Teacher Prep: Cut a hole *(any size and shape) in a piece of paper for each child; print names on paper.

*A variation for later in the year is to cut two or more holes.

PICTURE IF APPLICABLE:

N/A

PATTERN:

N/A

REFERENCE: Don't Move The Muffin Tins by Bev Bos

Negative Space Paper Continued

INSTRUCTIONAL AREA:

ECEE:

UNIT:

Learns to reason using cause and effect relationship

Engages in graphic expression

ACTIVITY SKILL:

Produces a design and names it although it does not approximate reality

OBJECTIVE:

TLW use art media as symbols.

TITLE: Shaving Cream Print

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS	Develops tactile perception	N/A
Communication-EL	Learns that the environment can be observed, manipulated and tested	
	Learns to use and imitate manual gestures	

ACTIVITY SKILL:	OBJECTIVE:
Touches new things in the environment	TLW use his fingers and hands to explore shaving cream.
Tell if smell is sweet or pungent to his nose	TLW tell if the shaving cream smells good or bad to him.
Touches and names simple body parts	TLW touch and name his hands, fingers and thumbs.

STUDENT DIRECTION:

This works best with children standing and chairs moved back. Put on smocks. Tell children they will be using their hands and fingers (have them find and name these body parts) to make designs/pictures on the table. Squirt shaving cream in front of each child. Encourage them to smell it and tell you about it; also, ask them to name the color. Instruct them to put their hands into the shaving cream and move it around. Eventually, add a color (small amount of paint) and let them mix it with the shaving cream.

As the children finish, tell them (and assist if necessary) to make a print of

CONSTRUCTION:

Materials: Shaving cream, tempera or finger paint, paper, smocks.

Teacher Prep: Print names on papers.

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE: Art Experiences for Young Children by Deya Brashears

Shaving Cream Print Continued

STUDENT DIRECTION:

their design by taking a piece of paper and pressing it onto their table top design. Lift off gently and let dry.

TITLE: Small, Medium and Large Nests

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS	Develops visual perception	Birds
Motor-Fine	Learns about people, places, and events	space

ACTIVITY SKILL:	OBJECTIVE:
Lines up objects in logical order	TLW place 3 nests in order from smallest to largest
Names shapes	TLW name ovals.
Identifies big/little	TLW identify big and little eggs & nests.

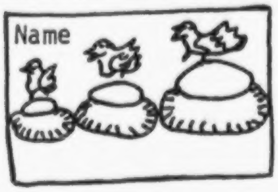
STUDENT DIRECTION: Discuss birds—show pictures; ask how many legs they have (2), how do they move (they fly), do they fly high or low (high), what part of their body helps them to fly (wings), do we have wings (no), what do we have instead (arms), what do they eat (worms and insects), what covers their bodies (feathers), where do they put their eggs (in a nest), what are nests made of (twigs, leaves, grass, bits of paper, etc.). Pass out brown ovals (ask shape, color and how many); talk about the sizes—are they the same or different (different), ask them to name the sizes (small, medium, large). Tell them that different make-believe birds made these nests, but did not finish them; pass out scissors and instruct them to make fringe by snipping around the edges (demonstrate, if necessary). Next, pass out the outlined ovals (ask shape, color and how many), have them trace around

CONSTRUCTION:

Materials: Large manila paper; brown paper; light blue, dark blue or tan paper; scissors; glue; markers or crayons; patterns; pictures of birds and nests.

Teacher Prep: Use patterns to cut a set of three different sized brown nests for each child; use patterns to outline a set of three blue/tan different sized eggs for each child; print names on paper.

PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE: RKF

Small, Medium and Large Nests Continued

INSTRUCTIONAL AREA:

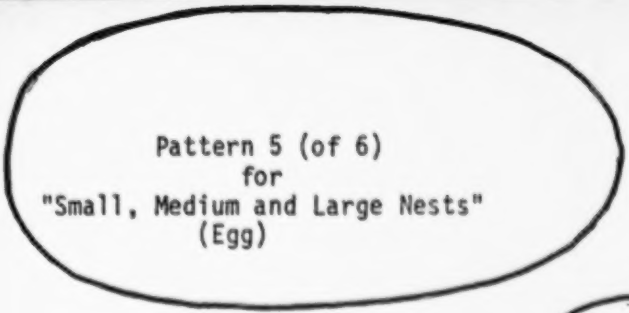
ECEE:
Learns that objects can be combined and separated to create new groups
Learns to use the eyes and hands together

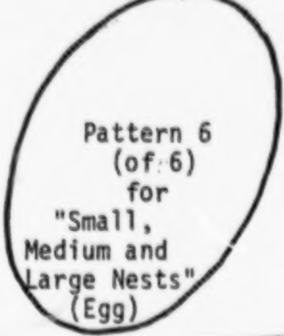
UNIT:

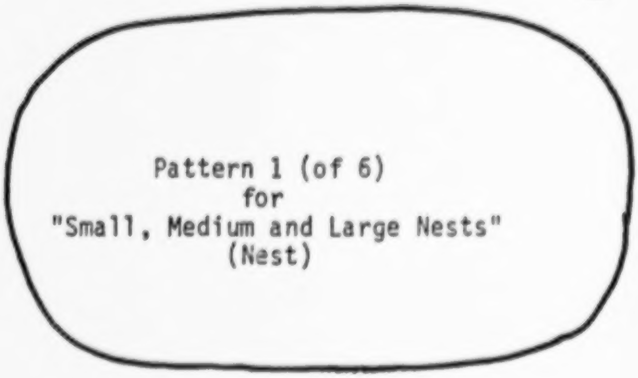
ACTIVITY SKILL:	OBJECTIVE:
Sorts by size	TLW sort eggs by size: small, medium and large.
Snips with scissors	TLW snip with scissors to make a fringe.
Cuts following a curved line	TLW cut out oval shapes.

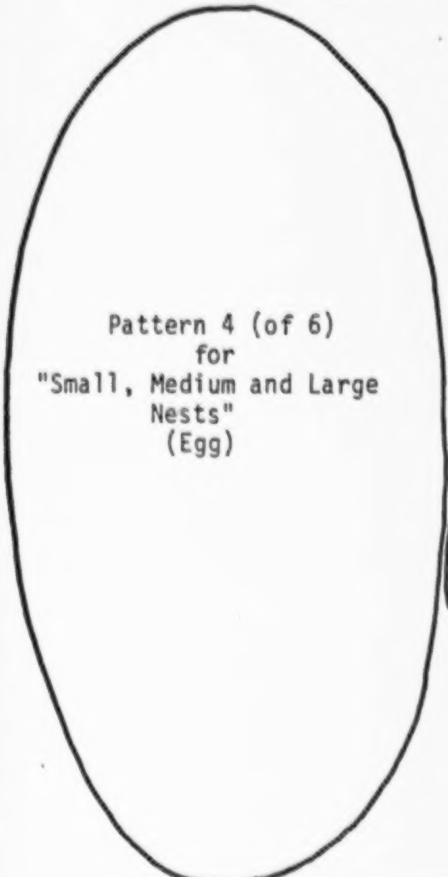
STUDENT DIRECTION:

each oval with their pointer finger and then cut them out. Then give them each a large sheet of manila paper and instruct them to find their smallest nest and glue it on first (at the bottom, left side); next, have them find their largest next and glue it on the other side (bottom right); last, have them glue their medium size nest in the middle. Explain that each nest now needs its egg; ask them to look at the size of each egg and match it with the correct nest (have them name the sizes again). When the eggs are correctly placed, let them glue them on. Finally, tell them that the mother birds need to come sit on their eggs. Instruct them to think about what size each bird should be, and then use their markers/crayons to draw one on each nest.


Pattern 5 (of 6)
for
"Small, Medium and Large Nests"
(Egg)


Pattern 6
(of 6)
for
"Small,
Medium and
Large Nests"
(Egg)


Pattern 1 (of 6)
for
"Small, Medium and Large Nests"
(Nest)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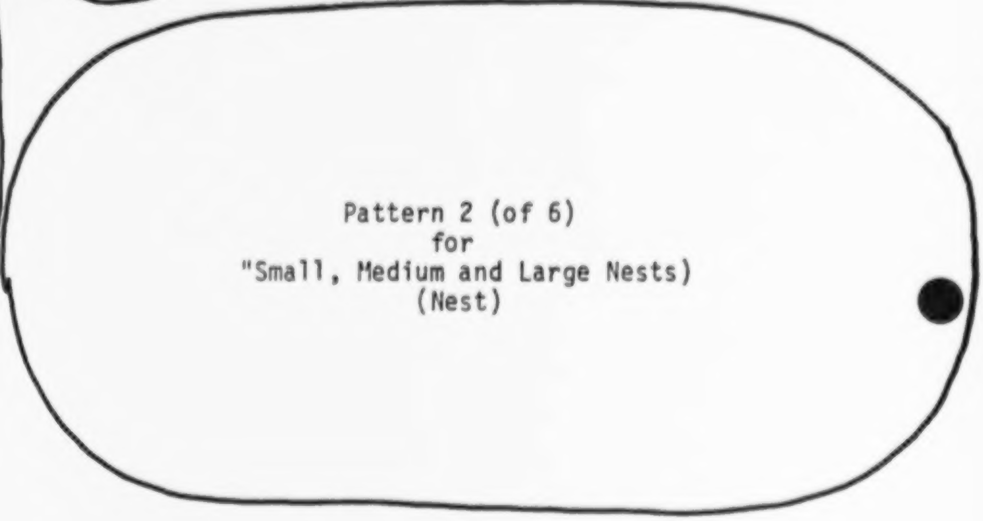
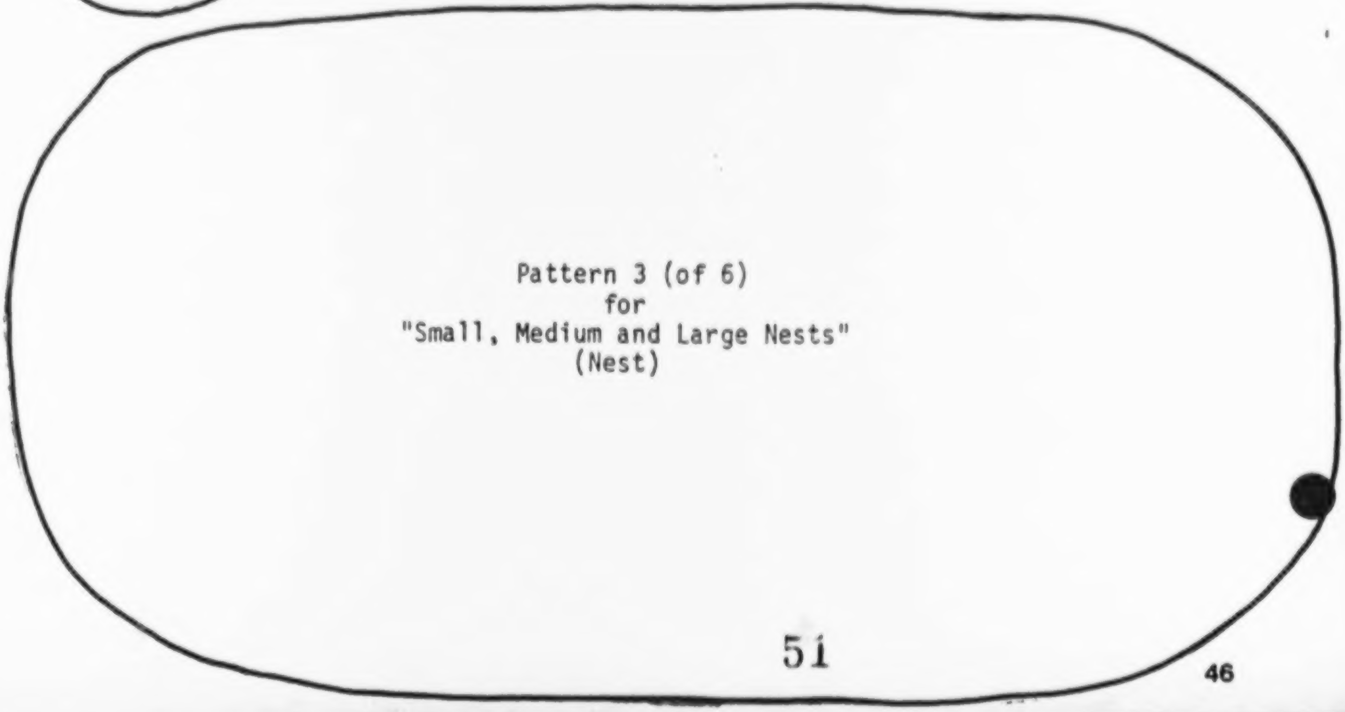
for
"Small, Medium and Large
Nests"
(Egg)


Pattern 2 (of 6)
for
"Small, Medium and Large Nests)
(Nest)


Pattern 3 (of 6)
for
"Small, Medium and Large Nests"
(Nest)

TITLE: Sound Dance

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P/TS Communication-RL/EL	Develops auditory perception Learns about people, places, space and events	N/A

ACTIVITY SKILL:	OBJECTIVE:
Follows directions from a record.	TLW listen to a sound and act out a predetermined movement.
Identifies body parts and their functions	TLW name his ears, hands and feet and tell what they do.

STUDENT DIRECTION:

Tell the children they will be doing a special kind of dance in which the sound they hear with their ears will tell their feet what to do. Explain that they will hear a dog bark and that when he barks they are to clap their hands - have them clap. Tell them about other things they will get to do: stamping their feet, jumping off the ground and wiggling around (let them practice each one).

Play the song (children standing) "Sound Dance". If you have a very young or immature group, play just the first verses (dog and whistle) and repeat; play the rest of the song as they are able. There is enough repetition in the song itself for most young children to have no difficulty.

CONSTRUCTION:

Materials: Cassette or record "Sing A Song Of Sounds"; cassette or record player.

Teacher Prep: Locate song "Sound Dance" on tape or record.

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE: "Sing A Song Of Sounds" by Michael Gallina

Sound Dance Continued

STUDENT DIRECTION:

After the song, seat the children and ask them to name the sounds they heard (dog barking, whistle blowing, bell ringing, drum beating). Ask them what part of their body they use when they hear sounds (ears); ask them to name the actions they did (clapped hands, stamped feet, jumped off the ground, wiggled around). Ask them what part of their body they used when they clapped (hands), stamped (feet), jumped (feet) and wiggled (everything). Ask them to name the sounds and the actions that went with them (dog barking - clapping; whistle blowing - stamping feet; bell ringing - jumping off the ground; drum beats - wiggling around).

TITLE: Spaghetti Design

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-Perception	Develops tactile perception	N/A
Communication-RL/EL	Learns the meaning of descriptive words	
Creative Expression	Learns the description of objects	
	Engages in graphic expression	

ACTIVITY SKILL:	OBJECTIVE:
Touches new things	TLW touch cooked spaghetti and describe how it feels.
Attends to sensory stimulation	
Uses descriptive words	TLW use art media (spaghetti) as symbols.
Produces a design, and names it although it does not approximate reality	

STUDENT DIRECTION:

Show the bowls of spaghetti. Count how many. Name colors. Ask what's in the bowls. Let the children reach in and handle/touch the spaghetti. Ask them to describe what they feel, encourage them to use words such as soft, sticky, gooey, etc.

Pass out the paper plates (or cardboard) and tell the children they will get to create any kind of design they want with the spaghetti. Instruct them to pick up pieces of spaghetti and "plop" them on their plate/board in interesting ways. Tell them they may name their design, if they want to. Print what they say on their creation.

CONSTRUCTION:

Materials: One-fourth cup alcohol, spaghetti, tempera or food coloring, 3 bowls and spoons, one paper plate or piece of cardboard per child.

Teacher Prep: (This must be done at least the night before). Cook spaghetti, drain, add alcohol and stir, divide spaghetti into 3 bowls and add a different color of food coloring (or tempera) to each. Stir, cover and put in refrigerator for up to 3 days; print children's names on paper plates (or cardboard).

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE: Art Experiences for Young Children by Deya Brashears

TITLE: Stop And Go/Fast And Slow

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-P	Develops auditory perception	Transportation, Halloween Thanksgiving, Christmas
Communication-RL	Learns the meaning of object, action, descriptive and position words	Spring, Easter, Farm Animals, Zoo Animals

ACTIVITY SKILL:	OBJECTIVE:
Moves different parts of body in response to sound	TLW walk when he hears a drum beat and stop when the beat stops.
Responds appropriately to simple action words (quickly, slowly)	TLW make fast and slow movements as signaled by a drum beat.

STUDENT DIRECTION:

Place the children in a line (or scatter them about the room, if you prefer). Tell them that when they hear the beat of the drum (or tone block) they may walk around the room - they may not touch anyone else. When the beat stops, they should "freeze" wherever they are. Begin playing a simple beat and watch the children move around the room. When you stop beating, praise several who remembered to "freeze". Begin the beat again and continue the game.

When the children are able to "stop" and "go" on the appropriate signals, add the concept of moving quickly to a fast beat and slowly to a slow beat. Use the words along with the beat.

CONSTRUCTION:

Materials: One simple noisemaker for the teacher to use, such as a drum or tone block.

Teacher Prep: None

PICTURE IF APPLICABLE: N/A

PATTERN: N/A

REFERENCE: Musical Games, Fingerplays and Rhythmic Activities for Early Childhood

Stop And Go/Fast And Slow Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Social/Emotional	Learns about body parts	

ACTIVITY SKILL:	OBJECTIVE:
Locates body parts on self	TLW use specified body part in fast and slow movements.

STUDENT DIRECTION:

Variation: Single out specific body parts to move, such as the arm, the leg, the head, the eyeballs, etc. Have the children move those parts while they hold everything else still.

Adaptations for UNITS:

Transportation - the children pretend to be a vehicle (i.e., car, bus, train, etc.)
Halloween - the children pretend to be a witch, a ghost, etc.
Thanksgiving - pretend to be Indians, turkeys, buffalo, etc.
Christmas - pretend to be reindeer.
Spring - pretend to be birds, butterflies, kites, etc.
Easter - pretend to be bunnies.
Farm/Zoo Animals - they choose the animal they want to be.

COGNITION - PERCEPTION

See Also:

Cognition - Thinking Skills

Body Part Stick-Up
Bunny Hat
Calendar Number Match
Indian Sand Painting
Pass the Bean Bag
Pine Cone Christmas Tree
Popcorn Numerals
Printing on Shamrocks
Starfish

Communication - Receptive Language

Bendable and Stretchable
Exercise Time
Indian Tom-Toms
Pine Cone Turkeys

Communication - Expressive Language

Cages for Zoo Animals
Drawing Day and Night
A Flea on a Dog, Where is It?
Kites
Making Music Notes
Painting Bars on Cages at the Zoo
Shout and Whisper

Motor - Fine

Autumn Tree
Christmas Chains
Coffee Ground's Bear
Cutting Autumn Leaves
Heart Stack
Hiding Nuts in a Tree
Furry Squirrel
Lacing a Gray Brontosaurus
Lacing Stockings
Lacing Valentines

Motor - Fine (continued)

Leaf Rubbings
Monkey in a Tree
Moon
One Dollar Bill
Painting on an Easter Egg
Rainbow Trout
Rake Picture
Seashell Picture
Shamrock Hats
Spots on a Leopard and Giraffe
Stripes on a Tiger and Zebra
Sun
Trace and Color Bear
Tracing Hearts
Traffic Light - Trace/Color
Valentine Pink Heart

Social/Emotional

Indian Necklace
Valentine for Parents

Creative Expression

Autumn Tree Sponge Painting
Hand Print Leaves

TITLE: Angel

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns about people, places, space and events	Christmas
Motor-Fine	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Names shapes - circle, triangle	TLW name the shapes: circle and triangle.
Cuts circles and triangles from paper	TLW use scissors to cut circles and triangles from paper.
Comprehends location words.	TLW tell that a halo goes over the head.

STUDENT DIRECTION:

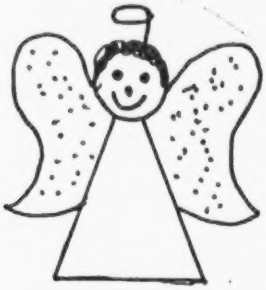
Talk about angels - wings (where are they - on the back), halos (where is it - over the head), shapes, etc. Pass out paper and scissors; have them name the colors; then instruct them to cut out the shapes and name them (circle, triangle). Then, let them spread glue on the wings and shake on glitter using a spoon (do this on a tray or newspaper so you can shake off the excess glitter and return it to the container). Help them glue on the head to the body and then glue the wings on back; they will need to draw a face on their angel (ask them to touch and name all the parts of their face, before they draw) and then tape/staple on halo (ask them to tell you where it goes - over the head).

CONSTRUCTION:

Materials: Pipe cleaners; glitter; markers or crayons; scissors; pink, tan and white paper; glue; stapler or tape; patterns; tray or newspaper; 2-3 shallow containers and 2-3 spoons for glitter.

Teacher Prep: Using patterns, cut one set of wings per child out of white paper; also, outline a triangle on white paper and a circle on pink or tan paper - one per child for them to cut out later; cut pipe cleaners into reasonable size (approx. 3-4") and shape into halo - leave a "stem" to use for attaching halo to angel; put glitter into the shallow containers.

PICTURE IF APPLICABLE:



PATTERN:

See page.

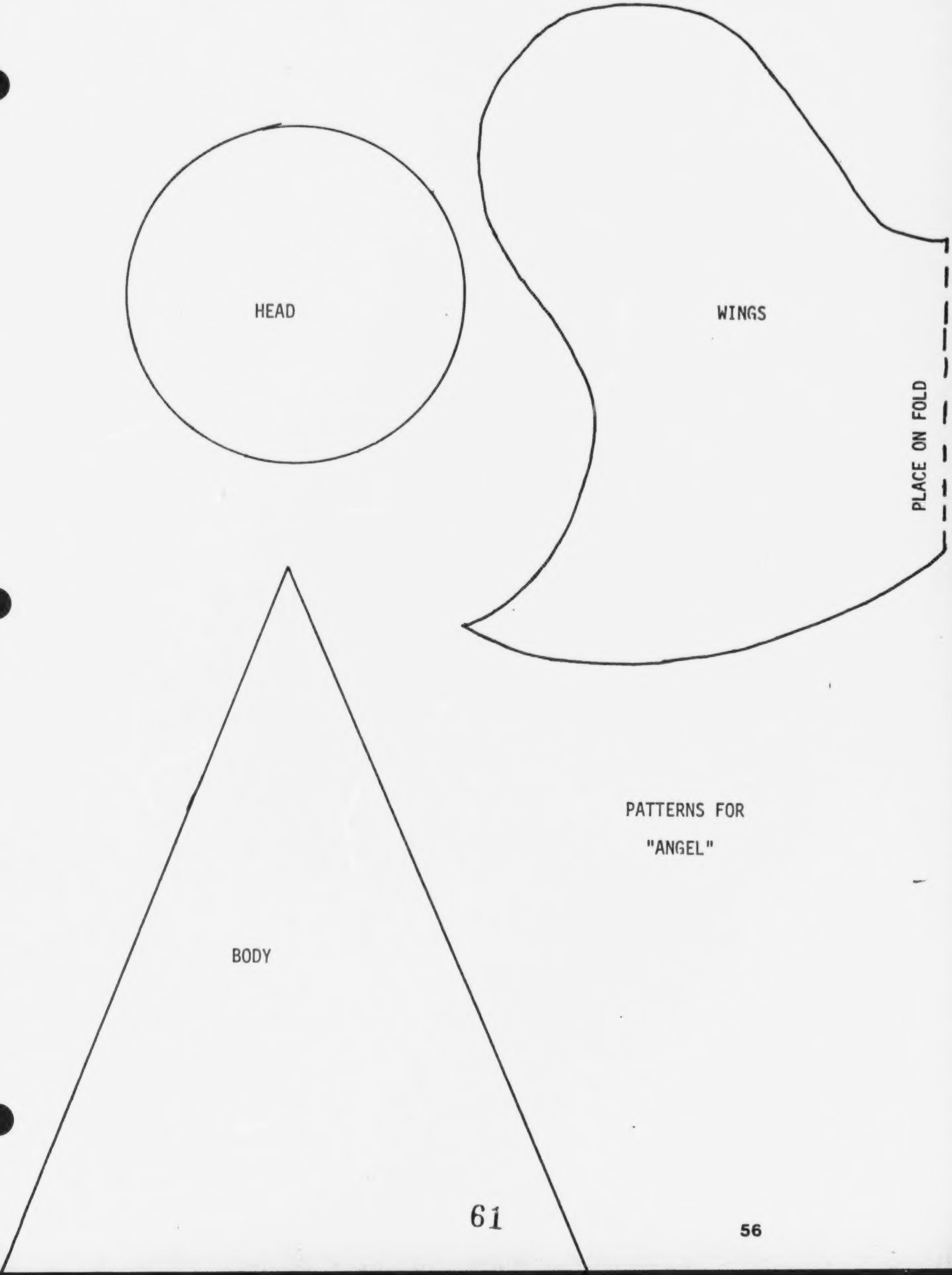
REFERENCE:

RKF

Angel Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-RL	Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Touches and names own facial features	TLW touch and name four facial features.


HEAD
WINGS
PLACE ON FOLD
BODY

PATTERNS FOR
"ANGEL"

TITLE: Aquarium

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns about people, places, spaces and events	Water Animals
Motor-Fine	Learns to use the eyes and hands together	
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Identifies position	TLW locate the bottom of his work.
Draws recognizable objects	TLW draw a recognizable water animal.
Participates in a group discussion	TLW participate in a discussion about water animals.

STUDENT DIRECTION: Talk about water and what lives and grows in water (i.e., fish, turtles, starfish, octopus, whales, seahorses, seashells). Ask what we call the water that a lot of these live in (ocean, lake, river, etc.). Ask if anyone knows what we call a container of water that we can keep at our house for fish to live in (aquarium -- let them say the word several times). Ask if anyone has one or has seen one and can tell about it? If possible, show pictures of an aquarium. Tell them they will make their own aquariums; let them choose a meat tray, then pass out the markers (*permanent markers work best). Instruct them to first make some gravel at the bottom (show them how to make "dots" if necessary -- using as many colors as they wish); then tell them to draw one or two plants for their fish; finally, instruct them to draw/color any kind of water animals that they wish -- let them tell you the names of their fish. When they finish with their fish, tell them to use a blue crayon and color lightly over everything to make the water. Pass out

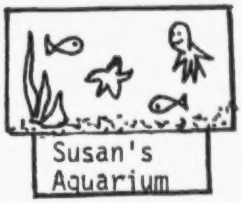
CONSTRUCTION:

Materials: Styrofoam meat trays; plastic wrap; scissors; tape; markers; (permanent markers work best) 3 X 5 cards; blue crayons

Teacher Prep: Cut a piece of plastic wrap for each child (large enough to fold around meat tray; print each child's name and the word Aquarium on a 3x5 card (see A below)

PICTURE IF APPLICABLE:

A



PATTERN:

N/A

REFERENCE: RKF

Aquarium Continued

STUDENT DIRECTION:

the plastic wrap and (assisting where necessary), instruct them to put it over their aquarium for the "glass" -- tape it on the back. Add the child's name sign at the bottom.

TITLE: Body Part Stick-Up

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS/P	Learns about people, places, space and events	N/A
Communication-EL	Learns that the environment can be observed, manipulated and tested	

ACTIVITY SKILL:	OBJECTIVE:
Teaches and names own simple limb parts and facial features	TLW place a piece of tape on a body part as directed.
Touches and names own complex limb parts	TLW talk about and manipulate the tape loop.

STUDENT DIRECTION:

*Note: this lesson may be done on a one-to-one basis, with a small group or with a large group.

Pass out one sticky loop of masking tape to each child. Tell them that they will need to listen closely because you will be telling them where to put their tape and then you will be asking them to tell where they put it. Demonstrate - using a simple body part like your hand - say, "Put the tape on your hand." (Place yours correctly.) Then ask each child individually, "Where did you put tne tape?" Encourage them to respond with a complete sentence, such as, "I put it on my hand."

CONSTRUCTION:

Materials: Roll of masking tape.

Teacher Prep: Tear off a small piece of masking tape and form it into a sticky loop (one for each child and yourself).

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE: Masking Tape

RKF

Body Part Stick-Up Continued

INSTRUCTIONAL AREA: ECEE: UNIT

Social/Emotional

Develops auditory perception
Learns to participate in a conversation by talking, asking and answering questions
Learns about body parts and what they do

ACTIVITY SKILL:

Reacts to novel features of an object
Tells about immediate experiences
Expresses thought successfully by using complete sentences
Answers "where" questions with prepositional phrase

OBJECTIVE:

TLW use a complete sentence to tell where he put the tape.

STUDENT DIRECTION:

Continue this pattern using different body parts; include the familiar parts they already know and then add the one or two new parts that are goals for them to be learning at this time.
Using this lesson periodically as you teach new body parts will help to provide additional motivation for the children.

Visual Arts

TITLE: Build a Cornucopia

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns the concept of quantity	Thanksgiving
Motor-Fine	Learns about people, places, space, and events	
Communication-EL	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Matches numerals 1-6	TLW match numerals 1-6.
Names shape-oval	TLW name the shape-oval.
Cuts following a curved line	TLW cut following a curved line.

STUDENT DIRECTION: Show picture and talk about the cornucopia; explain that it is something people use at Thanksgiving time for decoration. They fill it with fruits and vegetables; it is also called a "Horn of Plenty." Tell them they will each make a cornucopia. Pass out the numbered shapes, ask them to name the shapes (oval) and to find the largest and then the smallest. Next, pass out the manila paper, instruct them to find Shape "1" (write a 1 on board) hold it in their right hand and then glue it on the top right portion of their paper, help them find place, if necessary, (see picture A); then instruct them to touch the #1 with their finger and then move their finger all over the # 1 area/space being very careful not to pass over the "fence" (dotted line), then instruct them to find and glue on "2" (write #2 on board); repeat with all other shapes (see picture B). Finally, instruct them to choose, cut, and glue some (at least 6) fruits and vegetables inside the #6 oval on their cornucopia; ask

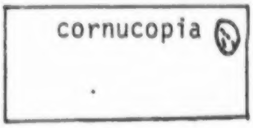
CONSTRUCTION:

Materials: Magazines; scissors; glue; gold or tan or brown paper; large manila paper; black permanent marker; picture of a cornucopia (or a real one)

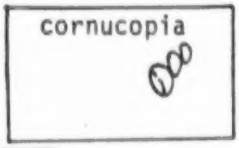
Teacher Prep: Tear out magazine pages that have pictures of fruit or vegetables on them (6-7 per child) draw circle or oval shapes around individual pictures with a marker to provide a guideline for cutting; using the gold (or tan or brown) paper, cut the six cornucopia shapes for each child (see patterns); use a marker to show the areas on the shapes to place glue by drawing dotted lines and printing the numerals 1-6, as seen on patterns; print "cornucopia" across the top of the paper.

PICTURE IF APPLICABLE:

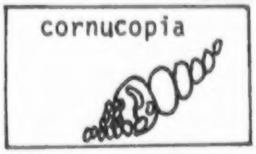
A



B



C



PATTERN:

See page.

REFERENCE: RKF

Build a Cornucopia Continued

INSTRUCTIONAL AREA:

ECEE:
Learns the names, descriptions, and positions of objects

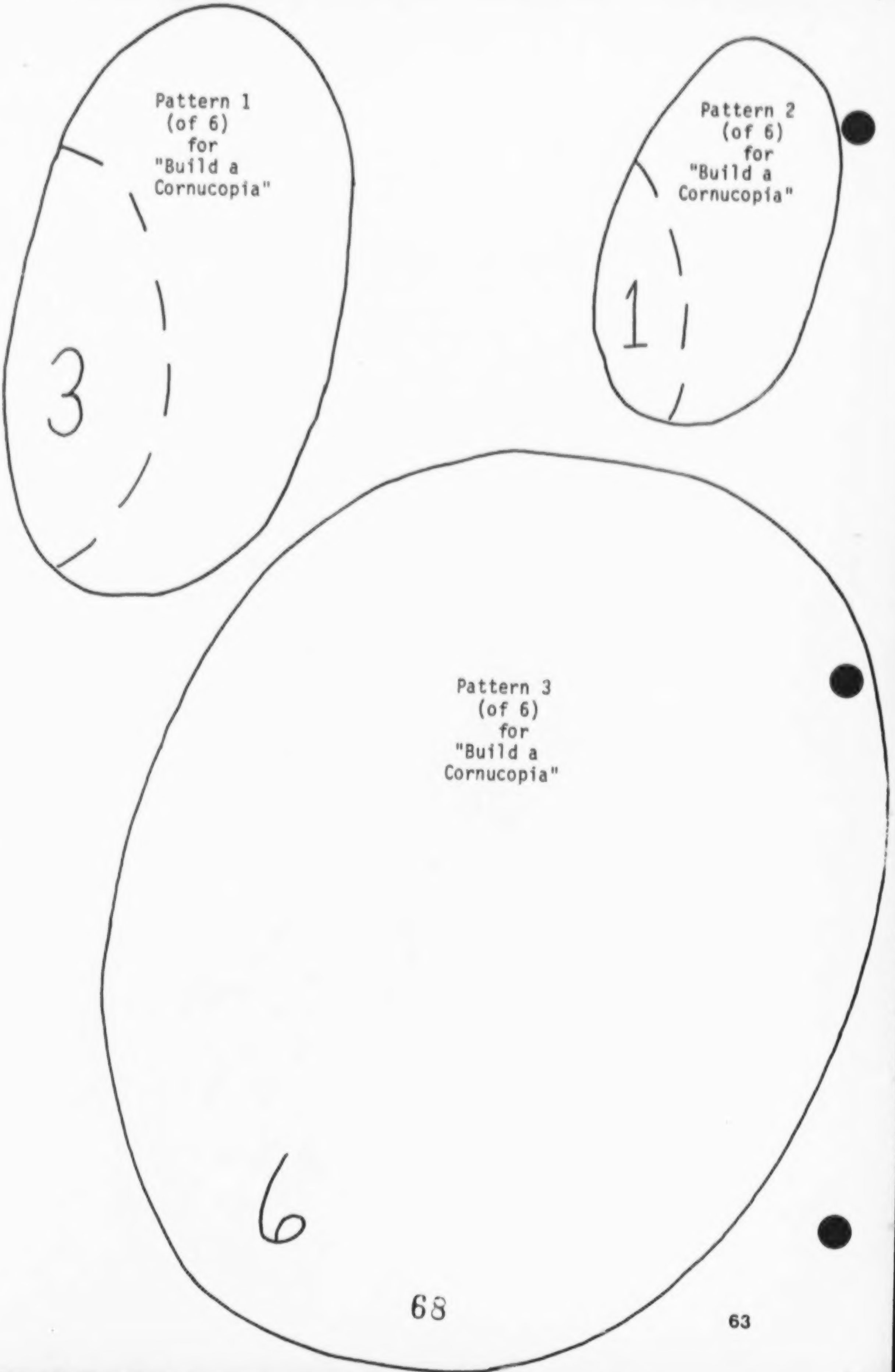
UNIT:

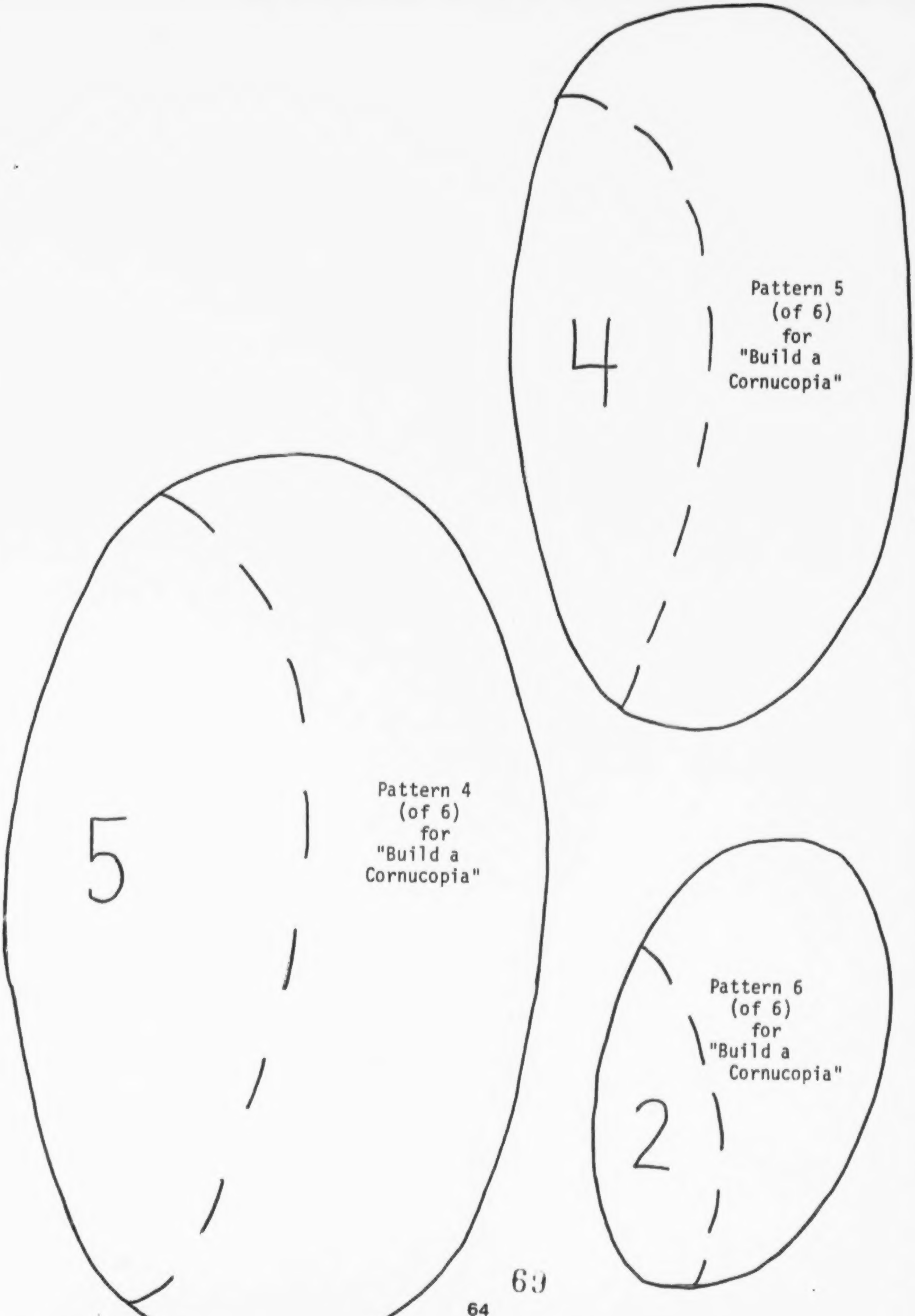
ACTIVITY SKILL:
Asks for common food by name

OBJECTIVE:
TLW name common fruits and vegetables by name while looking at a picture.

STUDENT DIRECTION:

them to name their choices for you (see picture C). Note: The food may need to "spill out" of the cornucopia slightly and that is okay. Practice saying "cornucopia"- the children find it fun and interesting to say it when you break it into syllables and add a clapping rhythm to it (clap-clap-clap, clap, clap). Let them take turns saying and clapping it individually.


Pattern 1
(of 6)
for
"Build a
Cornucopia"
3
Pattern 2
(of 6)
for
"Build a
Cornucopia"
1
Pattern 3
(of 6)
for
"Build a
Cornucopia"
6



Pattern 5
(of 6)
for
"Build a
Cornucopia"

Pattern 4
(of 6)
for
"Build a
Cornucopia"

Pattern 6
(of 6)
for
"Build a
Cornucopia"

TITLE: Bunny Hat

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition -TS/P	Learns about people, places space and events	Easter
Motor-Fine/Gross	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Identifies body parts and their functions	TLW name and identify the function of eyes, ears and nose.
Cuts following a curved line	TLW cut out two ears following a curved line.

STUDENT DIRECTION:

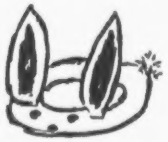
Talk about Easter bunnies (what else are they called? rabbits). Tell them they will each make a "bunny hat". Pass out ear papers (name color) for them to cut (ask what a bunny uses to hear with). Then, let them use pink or red marker to color inside ears; staple ears to headband. Pass out black markers and ask them to tell what they need to fix for their bunny to see with - to smell with. Measure headband around child's head and staple. Ask what a bunny has in back (cotton tail); let them glue a small piece of cotton on back end of headband. Follow-Up Activity: Let the children wear their bunny hats and listen to the song "Bunny Hop" one time. Play it again, instructing them to clap on the words "hop, hop, hop". Next, let them stand in place (hands on hips) and bounce to the music, "hopping" in place on the words "hop, hop, hop". Finally form the

CONSTRUCTION:

Materials: Pink paper; scissors; cotton; glue; stapler; black and pink and red markers (or crayons); record or tape of "Bunny Hop" song (for follow-up activity).

Teacher Prep: Cut one pink headband per child (approx. 2" x 24"); use ear pattern and trace 2 per child (children will each cut their own ears); print child's name on back of headband.

PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE:

RKF

70

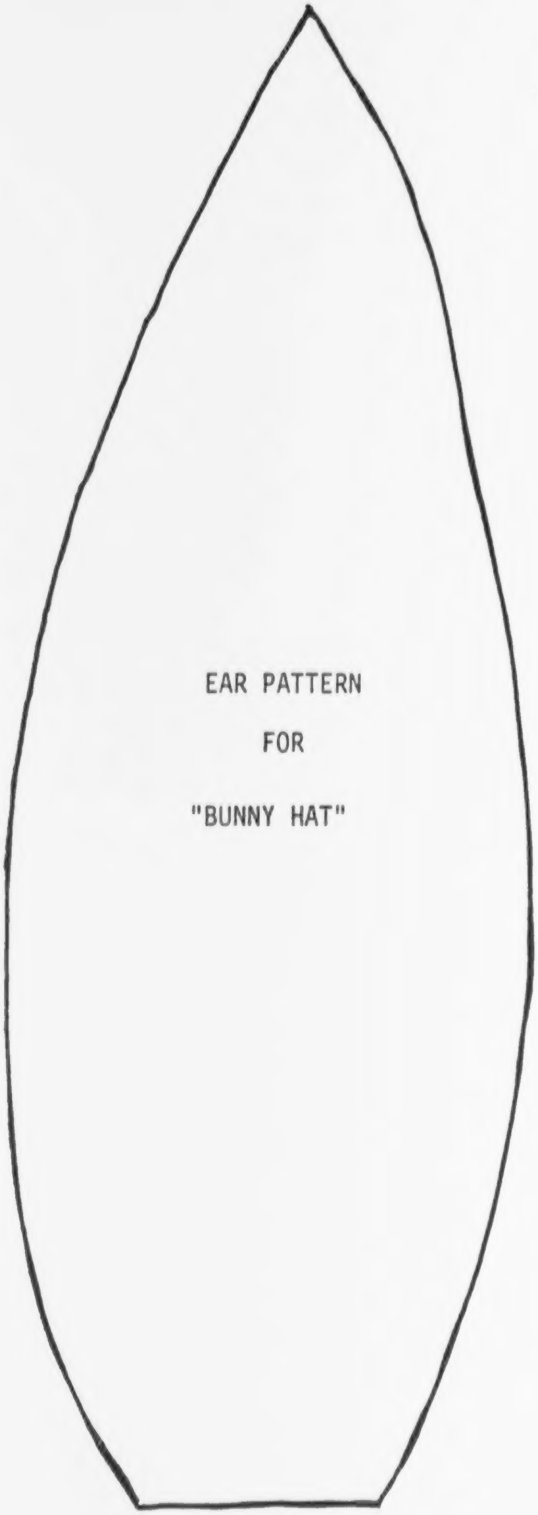
Bunny Hat Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to use large muscle groups
Learns to maintain rhythms by moving the body
Develops auditory perception

ACTIVITY SKILL:	OBJECTIVE:
Hops on both feet Participates in musical games Follows directions from a record	TLW hop on both feet when he hears the words "hop, hop, hop" during the "Bunny Hop" song.

STUDENT DIRECTION:
children into a line (space them about 2 feet apart) and instruct them to bounce in place during the song, then hop forward when they hear "hop, hop, hop". This is a very good activity to develop auditory discrimination.



EAR PATTERN

FOR

"BUNNY HAT"

TITLE: Calendar Number Match

INSTRUCTIONAL AREA: Cognition-TS/P

ECEE: Learns that groups and/or objects can be combined and separated to create new groups

UNIT: (See Section I) N/A

ACTIVITY SKILL:

ACTIVITY SKILL	OBJECTIVE
Matches numbers	TLW match a numeral stamp to the correct numeral.
Follows simple directions	TLW fill up his calendar page with matching numerals.

STUDENT DIRECTION:

Tell the children they will be matching numbers that are the same. Hold up one calendar sheet and point to one of the boxes; ask a child to look at the stamps and find the one that is the same. Demonstrate how to take that stamp and press it first on the stamp pad, next onto the calendar and then return it to the box. Pass out calendar sheets to each child participating (unless you have more than one set of numeral stamps; only 2-3 children should work at a time) and instruct them to fill up their calendar by matching the numbers and then raise their hand when they have finished.
Check each child's finished work and let him point and name the numbers he knows.

CONSTRUCTION:

Materials: Stamp pad; numeral stamps 0-9; old calendars with date boxes at least one inch square; black permanent marker.

Teacher Prep: Cut or tear off one calendar page per child; then, depending on each child's ability level, do one of the following: (1) for a child learning to recognize numerals 0-9, use a black permanent marker and draw a small circle around each number so that any double digit number becomes just a single digit number (i.e., 25 becomes ⑤), (2) use a calendar with large squares for children who are learning to recognize numerals to 30 so that they can have room to stamp the double digits.

PICTURE IF APPLICABLE: N/A

PATTERN: N/A

REFERENCE: Wood-Handle Stamps: Numerals

RKF

73

Calendar Number Match Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Social/Emotional Motor-Fine	Learns to work independently Develops visual perception Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Completes a task Identifies all like objects from a mixture of many objects - each repeated several times in the collection	TLW place a numeral stamp within a defined area.

74

TITLE: Candle

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns about people, places, space and events	Christmas
Motor-F	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Names shapes: circle, triangle	TLW name circle and triangle shapes.
Cuts circle and triangle from paper	TLW cut a circle and triangle shape from paper following a line.
Uses hole-punch	TLW use a hole-punch to punch out many "berries".

STUDENT DIRECTION:

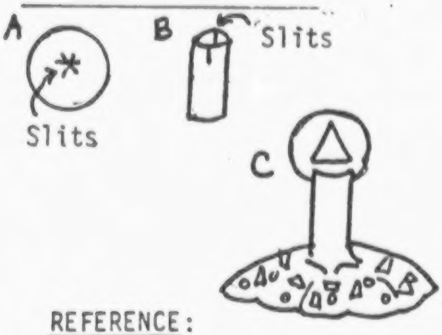
Talk about candles (fire, matches, light, dark, Christmas, etc.); explain that sometimes people use candles for decorations - they put them into special holders that may have flowers around them. Tell them they will be making a play-like, make-believe candle. Pass out scissors, red, yellow and green paper; talk about colors and shapes (circle and triangle); instruct them to cut on the lines (red and yellow) and then cut their green strips into a lot of little pieces for the "holly" - a special Christmas plant/flower that has green leaves and red berries. Instruct them to put glue on their toilet paper tube and wrap the foil around it (if this part is too complicated for your children, have the tubes already wrapped ahead of time); then you set this (be sure the

CONSTRUCTION:

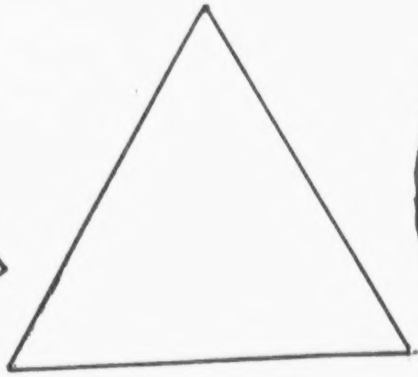
Materials: Toilet paper tubes; foil; paper plates; hole punch; green, red and yellow construction paper; scissors; glue; pencil.

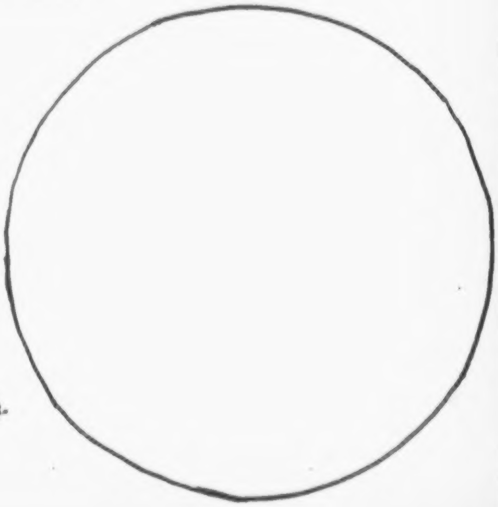
Teacher Prep: Cut slits in center of each paper plate - one per child (see A below). Cut 1 piece of foil per child to cover toilet paper tube. Using patterns below, outline a circle on red paper (1 per child) and a triangle on yellow paper (2 per child) to be cut out by the children later. Cut 2 strips of green (1" x 9") per child. Cut a slit (1") in each side of toilet paper tube top (see B below). Cut a small (approx. 2" x 2") piece of red paper (1 per child) to be used later to punch out "berries".

PICTURE IF APPLICABLE:



PATTERN:





REFERENCE:

RKF

Candle Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns that the environment can be observed, manipulated and tested

ACTIVITY SKILL: OBJECTIVE:

Identifies colors by name TLW name red, yellow and green colors.

STUDENT DIRECTION:

precut slits are on top) into the center opening of the upside-down plate. Then, children should glue 1 yellow triangle on each side of his red circle and slide the circle into the slits on top of tube (you may need to tear gently or cut the foil that is over the slits). Finally, children glue pieces of green around base of candle and punch out red "berries" to glue on too.

TITLE: Coloring Tree And Forest

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-Thinking Skills	Learns the concept of quantity	
Communication-EL	Learns to understand commands and questions	Forest Animals
Motor-Fine		

ACTIVITY SKILL:

Recognizes more/less
Names colors (brown and green)
Answers questions

OBJECTIVE:

TLW identify the side of his picture with more/less trees.
TLW name the colors - brown and green.

STUDENT DIRECTION:

Talk about trees - what are they? (Toys, clothing - they are plants). What do they usually look like? (brown at the bottom - trunk; green at the top - leaves). What do we call a lot of trees together? (a forest). Tell them they will first draw a picture of just one tree. Pass out papers and crayons with paper folded so only "tree" side shows. Instruct them to find their brown and draw one trunk and color it in. Then find their green and color leaves on top (be sure they name the colors). Tell them to turn their paper over and find their brown again - read word at bottom: "forest", ask them how many trees they should draw - just one or a lot? A lot! Explain that a forest always has more than one tree. (Be sure they make at least four trunks.) Then tell them to find their green

CONSTRUCTION:

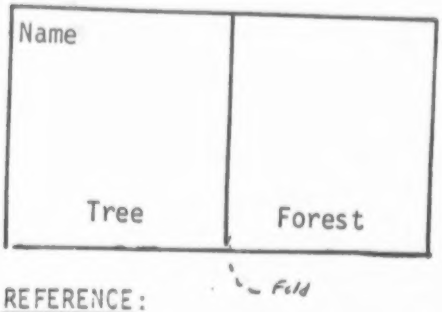
Materials: 18" x 24" manila paper, brown and green crayons and brown marker.

Teacher Prep: Fold paper in half, draw line down the fold with marker, print tree on bottom left and forest on the right. (See picture A below.) Print child's name at top left.

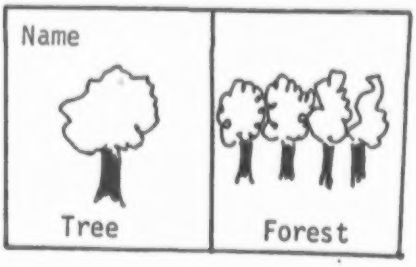
PICTURE IF APPLICABLE:

PATTERN: N/A

A.



B.



REFERENCE:

RKF

Coloring Tree And Forest Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to use eyes and hands together

ACTIVITY SKILL:

Draws recognizable object

OBJECTIVE:

TLW answer three questions about trees.
TLW draw a recognizable tree.

STUDENT DIRECTION:

and make a lot of leaves - where? (on top). Finally, have them open their paper and read the two words at the bottom. Ask them to point to the side with more trees and then the side with less trees (encourage them to use the words "more" and "less").

TITLE: Eensy Weensy Spider

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns about people, places, space and events	Insects Halloween
Communication-EL	Learns to reproduce speech sounds	

ACTIVITY SKILL:	OBJECTIVE:
Identifies big/little	TLW identify the big/little ends of a kazoo.
Identifies high/low pitch	TLW make high/low sounds using a kazoo.
Responds to rhythm in music using body parts	TLW hum rhythmically to a familiar tune using a kazoo.

STUDENT DIRECTION:

Assuming your class has never played kazoos before:
Part 1: First, teach them the difference between "blowing" and "humming" - tell them to blow like the wind. Explain that they can put their hand out in front of their mouth and feel the "wind" as they blow (demonstrate, then check to see if everyone is blowing). Next, tell them to keep blowing, but to put their fingers on their neck and see if they feel anything (demonstrate and comment, "No, I don't feel anything moving in my neck."). After everyone has been successful blowing and feeling their neck, tell them that they are going to learn to do something new - it is called "humming" and it is very different from blowing. (Ask everyone to say, "humming"). Remind them

CONSTRUCTION:

Materials: One kazoo for each child and teacher; cassette or record containing the song "Eensy Weensy Spider".

Teacher Prep: Using the permanent marker, number each kazoo and make plans as to which number will be for which child (write down the information for future reference). Locate "Eensy Weensy Spider" song on a record or tape (or locate any other song that is familiar to your class).

PICTURE IF APPLICABLE:
N/A

PATTERN:
N/A

REFERENCE: Kazoos

Eensy Weensy Spider Continued

INSTRUCTIONAL AREA:	ECEE:
Social-Emotional	Learns about body parts and what they do.

CONSTRUCTION:

Materials: Cassette or record player; permanent black marker.

STUDENT DIRECTION:

that when they were blowing they could put their hand out in front of their mouth and feel something (air/wind), but when they touched their neck they did not feel anything. Tell them that "humming" is just the opposite. When you put your hand out in front of your mouth you do not feel anything, but when you put your fingers on your neck you do feel something. (Demonstrate, then encourage the children to try it - help them with suggestions/hints, like "be sure to keep your mouth closed".)

NOTE: It is likely that not all the children will learn to "hum" during this first lesson (there were a few in my class who did not catch on until the third or fourth time), so you may wish to repeat the teaching procedure the next couple of times you use the kazoos.

As they are "humming", walk around and touch their throats/necks. To those who are humming successfully, comment, "I feel a nice vibration in your throat - do you feel that?" After you have checked everyone once, stop their humming for a minute and explain the word vibration (have them repeat the word). Tell them that vibration is a special kind of movement that our throat makes when we hum. Continue your explanation by saying that many machines make a vibration when they are on/running (refrigerators, washing machines, cars, dishwashers, etc.). Tell them we can feel the machines vibrate just like we can feel our throats vibrate - by touching them with our fingers. Encourage everyone to hum again and to feel their own vibration.

Part 2: After the "humming" discussion and practice, hold up a kazoo and ask if anyone knows the name of that musical instrument. Explain that it is called a kazoo (let them say the word several times). Encourage them to observe that it has a big end and a little end and that there is one hole on top. Tell them that the big end goes in their mouth and that they hold on to the little end and do not cover up the hole (demonstrate). Explain that the kazoo has to be played in a very special way - you do not blow into it (demonstrate) because that will not make any sounds: you hum into it because a kazoo has to vibrate to make music (demonstrate). Tell them that you are going to give them each a kazoo to look at, but they should not put it in their mouth until you tell them to do so. (Pass out kazoos.) Direct the children to examine their kazoos - find the top where the hole is (do fingers go on this hole? - no); find the little end; find the big end (which end goes in the mouth? - the big end). Ask how they will make sounds (by blowing or humming? - humming). Tell them they may now practice playing their kazoos, but that they must stop when you say "stop" (or whatever signal you use). You begin playing your kazoo, then walk around and check on the various children.

Eensy Weensy Spider Continued

STUDENT DIRECTION:

Part 3: Skip this part the first time or two that you present this lesson (unless your children are fairly high level).
Discuss the concepts high/low. Use your hand to locate the positions as you say the words (encourage the children to model you). Explain that the kazoo can make high and low sounds (demonstrate and continue to use your hand). Instruct the children to make low sounds with you, then stop. Repeat with high sounds. Tell them that they are to watch your hand and to make low sounds when your hand is down low and high sounds when it is up high and that they should stop when you say "stop". Begin. End when you are ready by saying "stop". Tell them to get ready to play "Eensy Weensy Spider" and this time to try and use high and low sounds while playing.
Part 4: Put on recording of "Eensy Weensy Spider" and instruct the children to listen and play. Remind them to stop when the music stops.
Part 5: Skip this the first time or two you present this lesson. Divide the class into two or three groups and let each group take a turn to stand up and perform "Eensy Weensy Spider" for the others.

TITLE: Farmer and Tractor

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition - TS	Learns about people, places, events	Farm Animals
Motor - Fine	Learns to use the eyes and hands together	
Social/Emotional	Learns about the community	

ACTIVITY SKILL:	OBJECTIVE:
Identifies big/little, large/small	TLW identify the size of a circle (large/small).
Points to and names circle shape	TLW name the shape - circle.
Cuts following a curved line	TLW cut out a circle following a curved line.
Draws a recognizable person	TLW draw a person & include head, legs, & arms.
Identifies function of community helper (farmer)	

STUDENT DIRECTION:

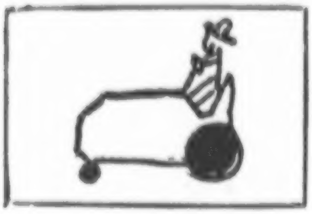
Show picture of the community helper, farmer, and ask what he is called (farmer). Ask what he does (works on a farm, takes care of animals, plants seeds/grows food, rides a tractor). Tell them they will get to make their own tractor and draw a farmer. Pass out black paper, (ask what color it is, and also what shape they see on it). Instruct them to cut out their circles, (ask them what color, how many, and what sizes). Pass out large manila paper and red tractor, (ask what color). Instruct them to glue on tractor. Then tell them to put the small wheel in front and the large wheel in back (talk about tractor--where it is used (farm), what it is for (plowing, cutting, etc.). Finally, let them use their crayons to color a farmer sitting on the tractor. Conclude by having them identify by name (large/small) the size of the wheels and their shape (circle).

CONSTRUCTION:

Materials: Large manila paper, red and black paper, scissors, glue, crayons, tractor pattern, farmer and tractor pictures

Teacher Prep: Prepare one red tractor per child, prepare 1 large and 1 small black circle to be cut out by each child (approx. 5" diameter and 2½" diameter), locate pictures of a farmer and tractor.

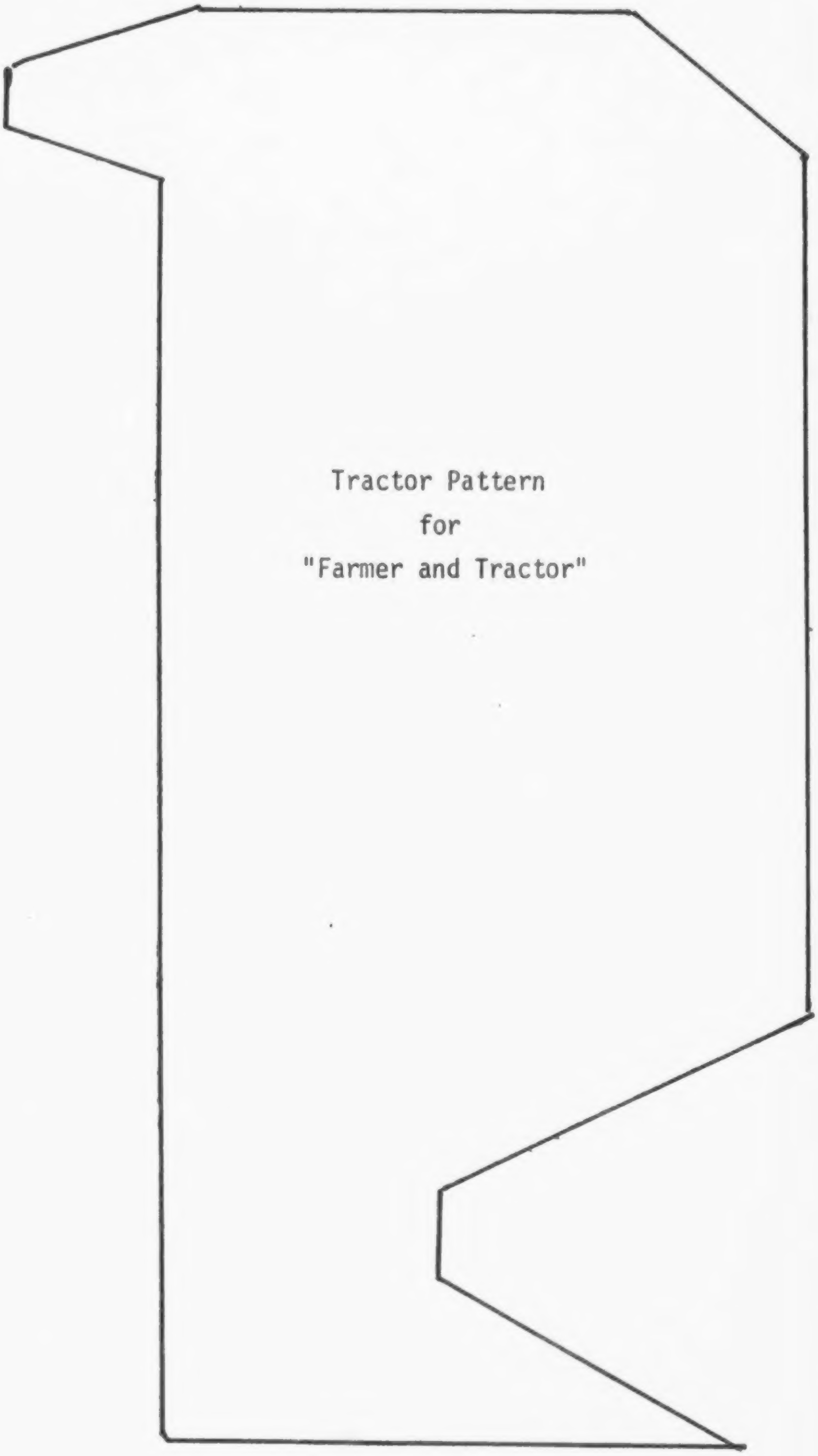
PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE: RKF



Tractor Pattern
for
"Farmer and Tractor"

TITLE: Flying Bird

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS Communication-EL	Learns the concept of quantity Learns that the environment can be observed, manipulated and tested.	Birds

ACTIVITY SKILL:	OBJECTIVE:
Recognizes heavy and light	TLW identify heavy and light objects.
Says numbers in correct sequence 1-6	TLW count 6 feathers.
Identifies colors by name	TLW name colors.
Answers questions	TLW answer questions about birds.

STUDENT DIRECTION:

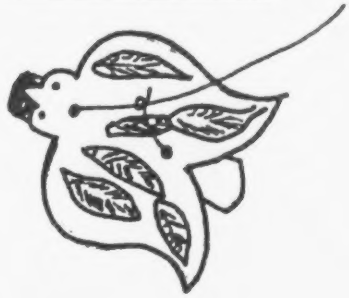
Talk about birds, show pictures, ask questions such as: how do birds move (they fly), where do they fly (up in the sky), what part of their body helps them to fly (wings), can we fly (no, except in an airplane), why not (because we do not have wings, we have arms instead), how many legs do birds have (2), what do they eat (worms and insects), where do they put their eggs (in a nest), what covers their bodies (is it skin, or fur, or feathers). Tell them they will get to make their own "flying bird"—let them choose which bird they want by naming the color. Instruct them to use the markers to fix something for their birds to use to see with—what would that be (eyes—have them touch and count their own eyes); then also color the bird's body (toilet paper tube) and make feathers on his wings. After they finish coloring, let them choose any color(s) of real feathers and

CONSTRUCTION:

Materials: Yarn; markers; assorted colored paper; toilet paper tubes (one per child); stapler; hole punch; feathers; pattern; pictures of birds.

Teacher Prep: Use pattern to cut one bird per child (use as many different colors as possible; cut one 12" piece of yarn per child; print children's initials inside toilet paper tubes.

PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE: RKF; feathers

84

Flying Bird Continued

INSTRUCTIONAL AREA: ECEE: Learns to participated in a conversation

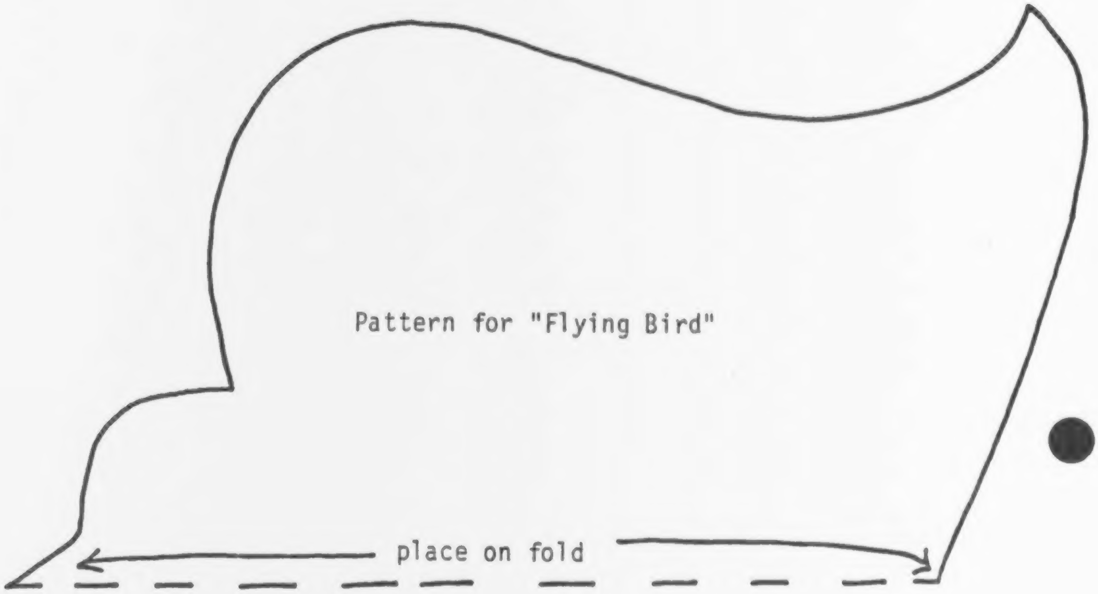
UNIT:

ACTIVITY SKILL:

OBJECTIVE:

STUDENT DIRECTION:

count out six for their bird; have them tell you the colors. Ask them about the weight of the feathers, are they light or heavy? They are light; birds could not fly if their feathers were heavy. Ask them to name other things that are light (e.g., leaves, pencils, balloons, etc.) and things that heavy (e.g., cars, bricks, lunchkits, etc.). Assist them in stapling three real feathers onto each wing. Then attach bird to toilet paper tube by punching two holes through the bird and tube at the same time. Thread yarn through holes and tie, leaving one end of the yarn long (see picture). They can then "fly" their birds by holding onto the yarn and lifting it up and down.



Pattern for "Flying Bird"

place on fold

TITLE: Garden Collage'

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns about people, places, space and events	Plants
Communication-EL	Learns that objects can be combined and separated to create new groups	
Motor-Fine	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Identifies big/little	TLW identify the biggest flower.
Matches concrete object to a picture of object	TLW look at a real flower then find a picture of a flower from a group of 5 pictures.
Answers questions	TLW answer questions about how flowers grow.
Pastes without overlap	TLW paste baking cups onto paper without overlapping.

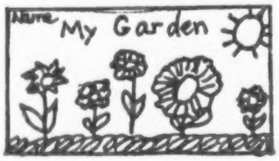
STUDENT DIRECTION: Talk about flowers (first we plant a seed in the soil, then we water it, then the sun shines, and it grows and blooms). Tell them that the place where a lot of flowers grow is called a GARDEN (be sure they repeat the word). Tell them they will make their own garden; show a real flower (if possible) and talk about its basic parts: flower (petals), stem, and leaves. Display five simple object pictures and have them locate the one that is a flower (and also identify the other four and state that each one is not a flower. Let them choose 4-5 baking cups and 1 coffee filter to use for their flowers; instruct them to glue them on their paper. Have them identify their biggest flower, and then count how many small flowers they have. Then pass out markers and instruct them to draw a stem on each flower and leaves; they may also color in the center of each flower (let them look at the pictures and/or real flower as they draw). Finally, suggest other things for them to draw by the way of questions (such as "What are your

CONSTRUCTION:

Materials: Large manila paper; glue; markers; paper baking cups; paper coffee filters; pictures of flowers; optional: a real flower and five simple object pictures (one of which is a flower)

Teacher Prep: Print child's name on paper

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

Garden Collage' Continued

INSTRUCTIONAL AREA: ECEE:
Learns to use the eyes and hands together

STUDENT DIRECTION:

flowers growing in?" soil; "What is up in the sky to help your flowers grow?" the sun).

TITLE: Green Christmas Tree With Lights

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns that the environment can be observed, manipulated and tested	Christmas
Motor-Fine	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Orders from big to little	TLW place 5 triangles in order from big to little.
Names triangle shape	TLW name the shape - triangle.

STUDENT DIRECTION:

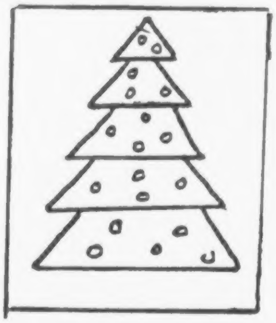
Talk about Christmas trees (color - usually green; general shape - triangle; decorations - colored ornaments, lights, etc.). Tell them they will make their own Christmas tree with colored lights. Pass out green triangles (ask color/shape); instruct children to cut out their triangles and then count them. Next, explain that they will put their tree together in a special way - tell them to first find their largest triangle and place it on the bottom of their paper. Instruct them to finish "building" their tree by finding the next largest triangle or continuing upward to the smallest. When the triangles are correctly sequenced, let them glue them down. Then let them use hole-punch and small pieces of colored paper to punch out "lights". Finally, they should put dots of glue on their tree and stick on their "lights".

CONSTRUCTION:

Materials: Green paper; scraps of various colored paper; scissors; glue; hole-punch; triangle tree patterns; large manila paper.

Teacher Prep: Use patterns to draw outline of triangles on green paper (1 set per child); gather small scraps of all colors (except green) of paper.

PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE:

RKF

EC/ESC/10/84

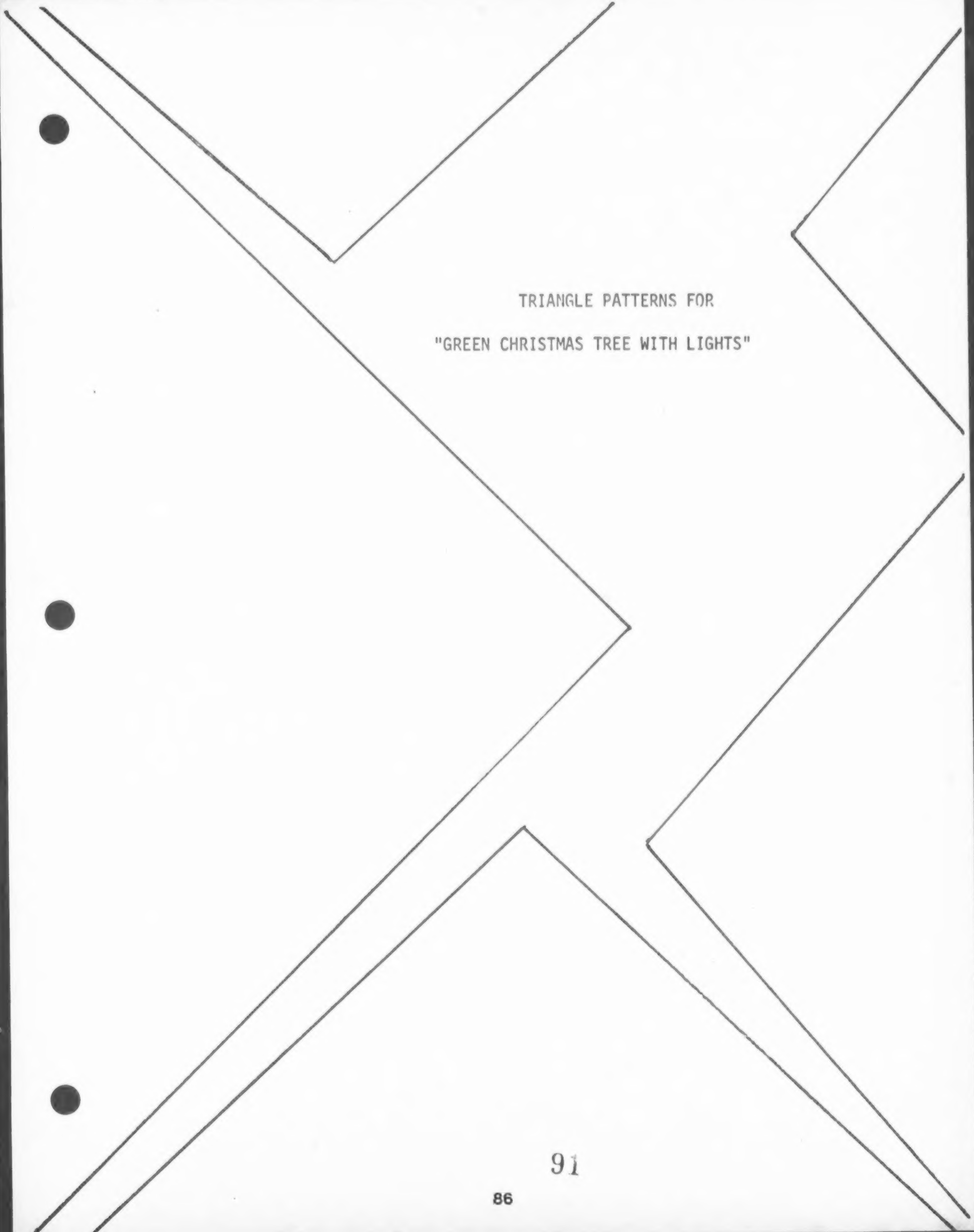
Green Christmas Tree With Lights Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Cuts triangles from paper	TLW use scissors to cut triangles from paper.

TRIANGLE PATTERNS FOR

"GREEN CHRISTMAS TREE WITH LIGHTS"



TITLE: Indian Headband

INSTRUCTIONAL AREA:
Cognition-TS
Motor-Fine

ECEE:
Learns the concept of quanitity
Learns that the environment can be observed, manipulated, and tested

UNIT: (See Section I)
Thanksgiving

ACTIVITY SKILL:
Recognizes heavy and light
Identifies colors by name
Holds pencil correctly

OBJECTIVE:
TLW name objects that are heavy/light.
TLW identify colors by name.
TLW use correct pencil grasp while coloring designs.

STUDENT DIRECTION:
Ask the child what the Indians usually wore on their heads - feathers (have them find their head); ask what the feathers are usually on - headband (have them say "headband"). Tell them that they are going to make an Indian headband; show pictures of Indian designs and discuss them then let them name the color they want for their headband; pass out the markers, instruct them to decorate their headband (just one side) with Indian designs. When they finish, measure the headband around their head, cut to fit, if necessary, and then staple ends flat together; print name on inside. Show the feathers, let them touch and talk about them. Ask them about the weight of the feathers-are they light or heavy (light). Ask them to name other things that are light (e.g., balloons, tissues, leaves, etc.), and then things that are heavy (e.g., rocks, chairs, tables, etc.). Let them each tell you, by naming the color(s), which two feathers

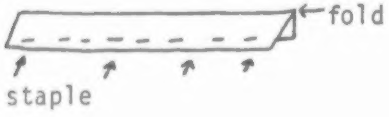
CONSTRUCTION:

Materials: Two to four colors of feathers; markers; red, yellow, green and/or ora construction paper; tape; stapler; pictures of Indian designs (enough for two per child)

Teacher Prep: Cut one strip of paper per child 3" X 18", fold in half lengthwise and staple together (see picture A)

PICTURE IF APPLICABLE:

A



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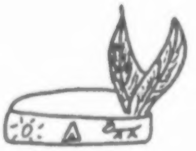


PATTERN:

N/A

REFERENCE: RKF; Feathers

Indian Headband Continued

INSTRUCTIONAL AREA:

ECEE:
Learns to use specific hand
movements with ease and dexterity

UNIT: (See Section I)

ACTIVITY SKILL:

OBJECTIVE:

STUDENT DIRECTION:

they want for their headband. Tape the feathers securely to the inside back of the headband. Let them wear their headband over to look in a mirror.

TITLE: Indian Sand (paper) Painting

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS/P Social/Emotional Communication-RL/EL	Learns that the environment can be observed Develops tactile perception Learns to work independently	Thanksgiving

ACTIVITY SKILL:	OBJECTIVE:
Explores objects tactually	TLW touch rough and smooth objects.
Touches an object with a specific texture.	TLW touch sandpaper.
Touches new things in the environment	TLW color designs on sandpaper.

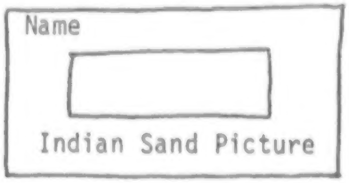
STUDENT DIRECTION: Tell children that Indians often made pictures with colored sand, making lots of pretty designs (show pictures and discuss them); Pass out paper and tell them they will be using paper that already has sand on it (have them feel it and talk about it); is it rough or smooth, (rough); Ask them to name, or find in the room, other things that are rough (e.g., carpet, chalkboard, eraser, etc.) and things that are smooth (e.g., table top, skin, etc.) Pass out crayons (they should not use their nice crayons) and then instruct them to pretend they are Indians and make nice, interesting sand designs.

CONSTRUCTION:

Materials: Sandpaper sheets; brown construction paper; old crayons; black marker; glue; pictures or books of Indian designs

Teacher Prep: Glue sandpaper in middle on brown paper; print at the bottom: Indian Sand Picture; put child's name at top left. *Note: sandpaper may be cut into smaller pieces (approximately 4" X 5") if necessary to decrease expenses.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

Indian Sand (paper) Painting Continued

INSTRUCTIONAL AREA: ECEE: UNIT: (See Section I)

Learns the meaning of object, action descriptive, and position words

Learns the names, descriptions, and positions of objects

ACTIVITY SKILL:

Follows simple directions

Uses descriptive words when presented with objects

OBJECTIVE:

TLW describe objects as rough or smooth.

Music

TITLE: Just Like Yours

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition - TS	Learns about people, places, space, and events	N/A
Communication - RL	Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Matches like shapes.	TLW match pictures of geometric shapes.
Points to and names shapes.	TLW name geometric shapes.
Indicates understanding of directions despite background noise.	TLW follow directions to find the same and different shapes.

STUDENT DIRECTION:

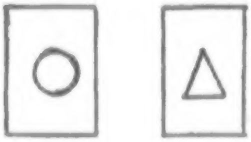
Children should be standing in an area with enough room to see each other and to walk around easily. Hold up and have children name each shape you will be using. Tell them they will be listening to music that will ask them to find someone who has a shape that's just like their shape (hold up two cards with the same shape), then to find someone who has a shape that's not like theirs (hold up two cards with different shapes). Tell them they may walk around and find what the music says, then stop and hold that person's hand. They may swing hands and "sing" during the "La-la-la-la" part. Mention to the children that when the music says to change shapes, whoever is holding hands should exchange their shape cards. Pass out one shape card to each child (mixing up shapes as you pass them out). Begin music. *Note: you will need to participate if there is not an even number of children.

CONSTRUCTION:

Materials: Record player or cassette player, Math Readiness (tape or record), sturdy paper (i.e., poster board, index cards, etc.), permanent marker (any color).

Teacher Prep: Prepare sturdy paper (at least 5x8 size) by using marker to draw one shape on each piece (use whatever shapes you are teaching).
Note: You need to have at least two different shapes and there should be an even number of each shape you use.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: Math Readiness by Hap Plamer

Music

TITLE: Just Like Yours

INSTRUCTIONAL AREA: ECEE: UNIT: (See Section I)

Social/Emotional

Learns social skills and appropriate group behavior

ACTIVITY SKILL:

Interacts with other children

OBJECTIVE:

TLW cooperate with peers in a group activity.

STUDENT DIRECTION:

CONSTRUCTION:

Materials:

Teacher Prep:

PICTURE IF APPLICABLE:

PATTERN:

REFERENCE:

TITLE: Layered Flower

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns that the environment can be observed, manipulated and tested	Plants
Motor-Fine	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Seriates according to size: big to little	TLW stack circles from biggest to smallest.
Identifies big and little	TLW name the biggest and smallest circle.
Identifies colors by name	TLW name four colors.
Snips with scissors	TLW use scissor to snip fringe.

STUDENT DIRECTION: Talk about flowers - how they grow (first plant a seed in the soil, then rain and sun make it grow, finally it blooms). Tell them they will make their own flower. Pass out circles (ask them to tell you the name of the shape, then name the colors, then count them, then find the biggest, then the smallest). Instruct them to cut fringe around each circle (except perhaps the smallest) to make petals for their flower (demonstrate, if necessary). Then instruct them to begin with their biggest circle and glue it at the top of their paper; then find the next biggest and glue it right in the middle, etc. (see picture A). Finally instruct them to draw a pot (brown/black) at the bottom; then draw a green stem and leaves (see picture B).

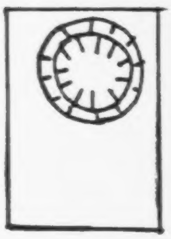
CONSTRUCTION:

Materials: 4 brightly colored construction papers; scissors; green markers/crayons; brown/black markers/crayons, large manila paper; circle patterns

Teacher Prep: Use patterns to cut 4 different colored circles per child (each a different size).

PICTURE IF APPLICABLE:

A



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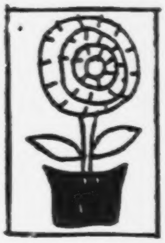


PATTERN:

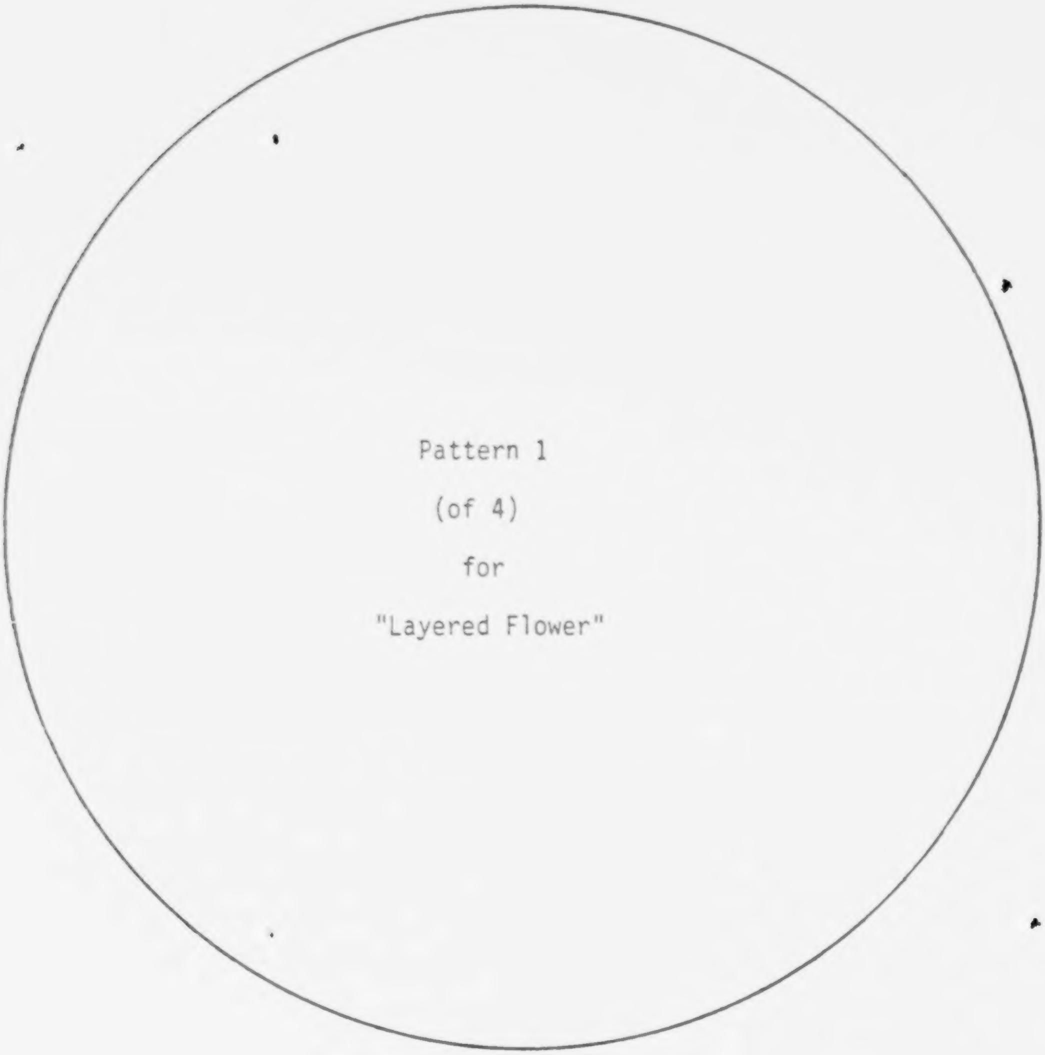
See page

98

REFERENCE: RKF

Layered Flower Continued

ECEE:
Learns to use the eyes and hands together

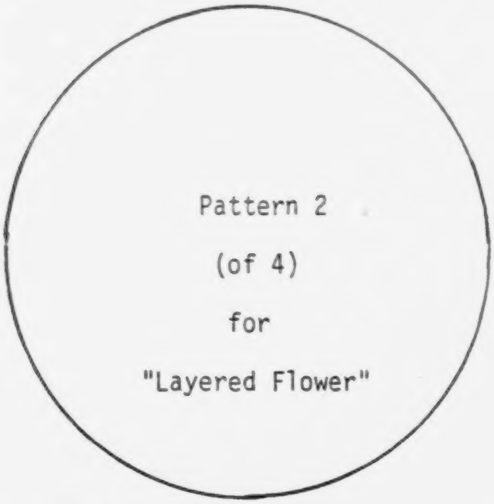


Pattern 1

(of 4)

for

"Layered Flower"

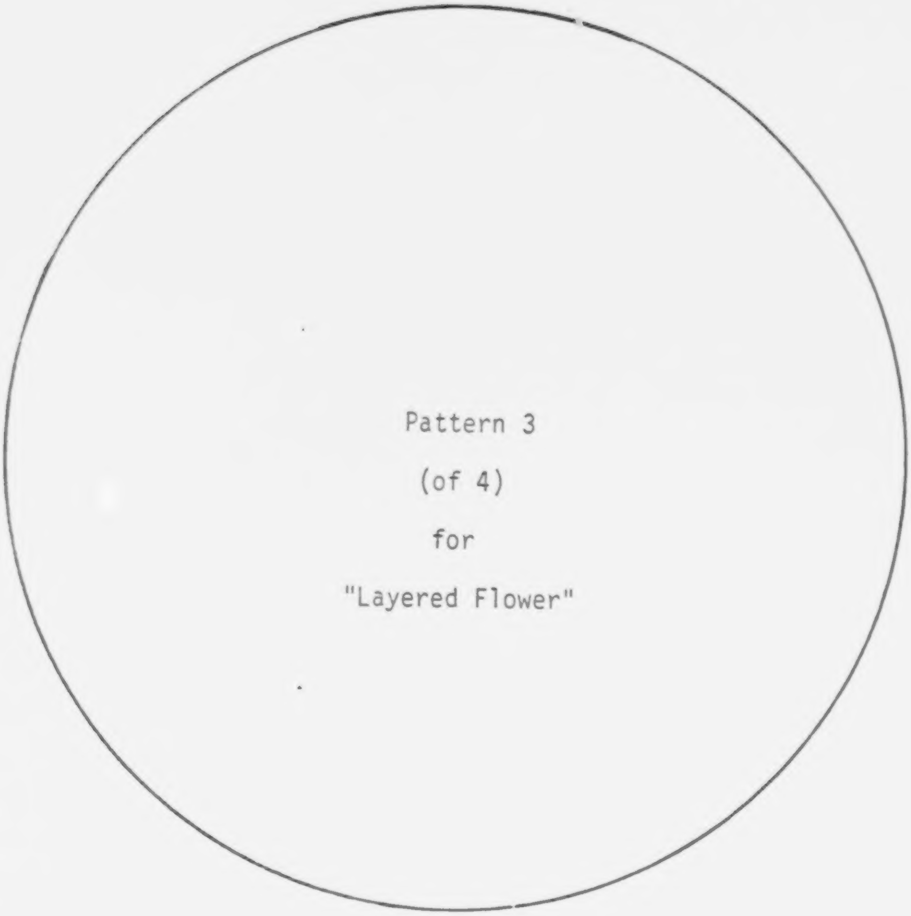


Pattern 2

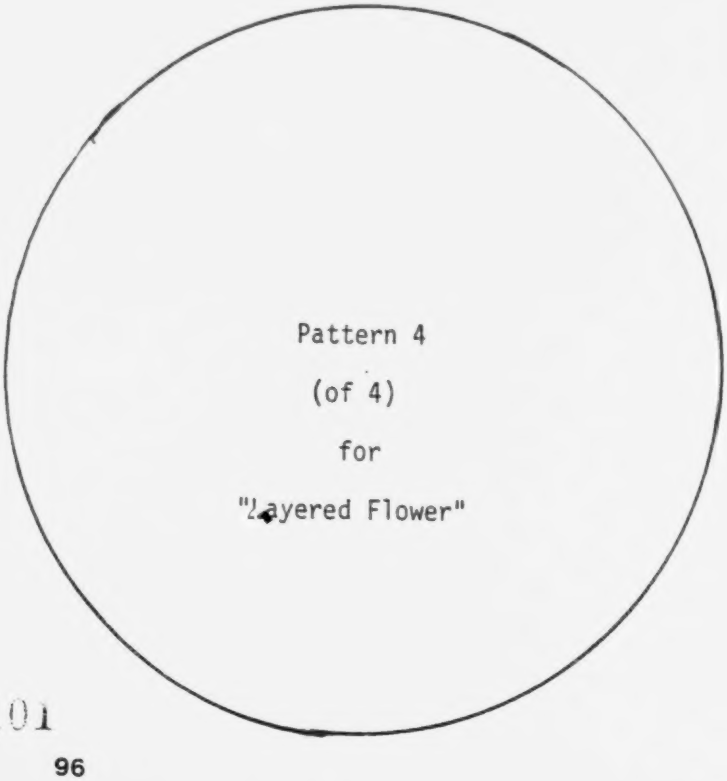
(of 4)

for

"Layered Flower"



Pattern 3
(of 4)
for
"Layered Flower"



Pattern 4
(of 4)
for
"Layered Flower"

Visual Arts

TITLE: Milk Carton Boats

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns about people, places, space and events	Transportation
Motor-Fine	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Names shape	TLW name the rectangle shape.
Cuts rectangle from paper	TLW use scissors and follow a line to cut out a rectangle.
Participate in group discussion	TLW participate in a discussion about transportation.

STUDENT DIRECTION:

Talk about boats (show pictures).
- Ask where boats go (air, roads, water?).
- Ask what a very big boat is called (ship); ask if they know names of other boats (motorboat, sailboat, houseboat, etc.).
- Ask if boats and ships are for transportation - why? (because we can ride in them and they take us places). *Encourage them to use the word "transportation" throughout the lesson.
- Tell the children they will each make their own boat to sail on the water - it is called a sailboat. Pass out the colored paper with the outlined shape; have them trace the shape with their finger, then tell you what it's called (a rectangle);

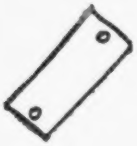
CONSTRUCTION:

Materials: Straws, milk cartons, colored paper, stapler, scissors, markers, glue.

Teacher Prep: Be sure milk cartons and straw are clean; on colored paper outline one 3" x 5" rectangle per child; open up cartons and cut off top along side creases; use permanent marker to print child's name on side; staple front closed (see B) into a point.

PICTURE IF APPLICABLE:

A



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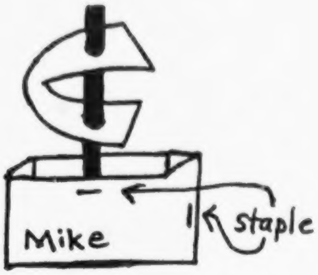


PATTERN:

N/A

REFERENCE:
RKF

Milk Carton Boats Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-EL	Learns to participate in a conversation by talking, asking, and answering questions	Transportation

ACTIVITY SKILL:

OBJECTIVE:

STUDENT DIRECTION:

ask how they know that it's a rectangle (because it has 2 long sides and 2 short sides). Instruct them to make their sail by cutting out their rectangle and then using markers to decorate it; assist them in putting it on their straw by poking a small hole in each end, then bending it slightly to attach it to the straw (see A). Staple the straw to the side of the boat (see B). If possible, provide water for sailing the boats; otherwise, encourage the parents to let them sail their boats at home.

TITLE: Octopus

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns that the environment can be observed, manipulated, and tested	Water Animals
Motor-Fine	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Identifies differences between objects	TLW identify differences between an octopu and a spider.
Touches and names own facial features	TLW touch and name his own facial features
Says numbers in correct sequence (1-8)	TLW count 8 pieces of yarn.

STUDENT DIRECTION: Talk about water and the different animals that live in the water (lakes, rivers, ocean; fish, whale, starfish, seahorse, sharks, octopus, etc.). Ask if anyone can think of an animal that lives in the ocean and that is like a spider in one way (octopus). Ask how the octopus and the spider are alike (they both have 8 legs). Ask how they are different (several answers would be correct: the octopus lives in the water, a spider does not; an octopus is big, a spider is little; etc.). Ask what kind of water does an octopus live in--a lake (no, an ocean). Ask why he does not live in a lake or river? (because there is no salt in a lake or river, and there is salt in the ocean). If possible, show pictures of a real octopus. Tell them they will each get to make their own octopus; pass out circles and ask them what shape they see (circle). Instruct them to cut out their circle very carefully (unless the circles are pre-cut). Then, explain that this will be the head of the octopus and let

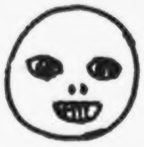
CONSTRUCTION:

Materials: Light-colored construction paper; hole-punches; reinforcements (optional); yarn; black/brown markers or crayons; scissors; picture of an octopus (optional)

Teacher Prep: Outline (or pre-cut) one 6"-8" circle on light-colored construction paper for each child; pre-cut 8 pieces of yarn (approx. 9" long) for each child

PICTURE IF APPLICABLE:

A



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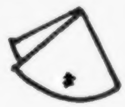

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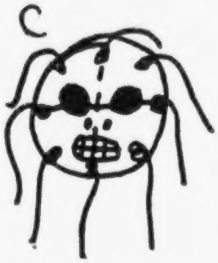


PATTERN:

N/A

REFERENCE: RKF

Octopus Continued

INSTRUCTIONAL AREA: ECEE:

Learns the concept of quantity
Learns to use the eyes and hands together
Learns to use specific hand movements with ease and dexterity

ACTIVITY SKILL:	OBJECTIVE:
Cuts circles from paper	TLW cut a circle, following a line, from paper.
Uses hole-punch	TLW use a hole-punch to make 8 holes.
Folds paper	TLW fold his circle in half and then in half again.

STUDENT DIRECTION:

them use a brown/black marker or crayon to draw on the facial features (be sure to have them touch and name their own head and facial features)--see picture A. Ask them if they think the octopus should look nice or mean? Next, have them watch as you demonstrate how to fold the circle carefully two times--see picture B. Instruct them to unfold it and, using the hole-punch, let them put one hole on each folded line around the edge, then go back and put one hole between each of the holes. (Optional: they may cover each hole with a reinforcement) Finally, ask them how many "legs" they need, and let them count that many pieces of yarn for themselves. Tell them to tie one "leg" onto each hole (you will probably need to help most of them tie the "legs" so that they will be as long as possible). When they've finished, ask them to tell you their water animal's name again--octopus.

TITLE: Ornaments: Paper Shapes/Stickers

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns about people, places, space and events	Christmas
Motor-F	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Names shapes: circle, triangle, square, rectangle, diamond Cuts shapes from paper	TLW name circle, triangle, square, rectangle and diamond shapes. TLW cut five shapes from paper following a line.

STUDENT DIRECTION:

Tell the children that they will be making ornaments for the Christmas tree (or window). Pass out the paper with the outlined shapes; ask them to name the shapes (or point to the correct shape as you name) and then name the colors. Instruct them to first cut out their shapes; then they may choose 2 stickers for each shape, front and back (have them tell you what they see on the different stickers). After they stick on the stickers, let them punch one hole at the top of each ornament and then put a piece of yarn through the hole (you will have to tie the knot). Finally, they may hang their ornaments on the tree or in the window. *Be sure to print their initials on their ornaments.

CONSTRUCTION:

Materials: Stickers; yarn; scissors; red, yellow, orange, blue and purple paper; (glue-maybe); hole-punch; pencil; shape patterns.

Teacher Prep: Draw outlines of circles, squares, triangles, diamonds and rectangles on red, yellow, blue, purple and orange paper (for the children to cut out later) - 1 set of shapes per child; cut 5 pieces of yarn (approx. 6") per child.

PICTURE IF APPLICABLE:	PATTERN:
N/A	See page.

REFERENCE:

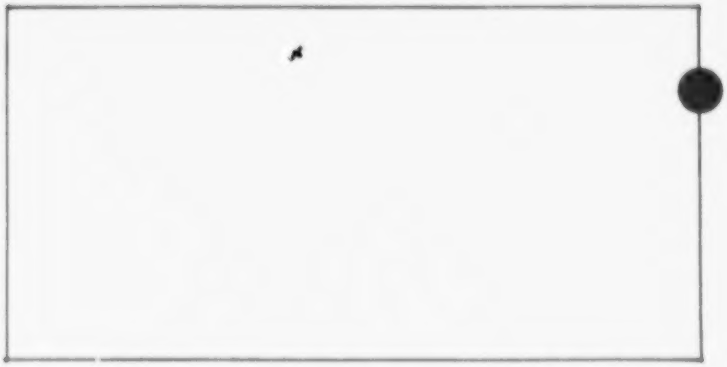
RKF

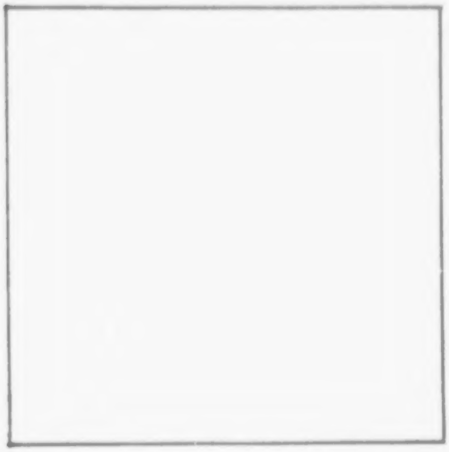
Ornaments: Paper Shapes/Stickers Continued

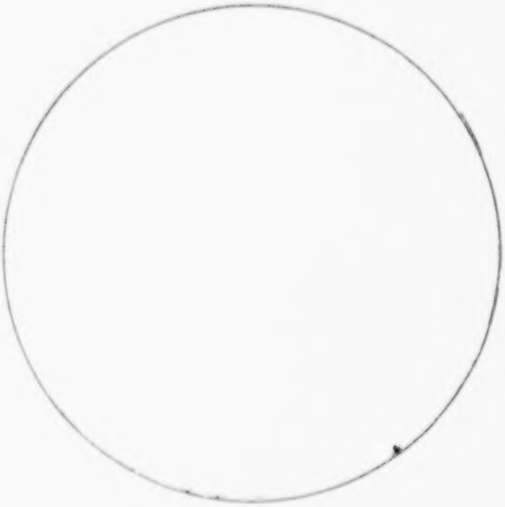
INSTRUCTIONAL AREA:	ECEE:
Social/Emotional	Learns that the environment can be observed, manipulated and tested Learns to work independently

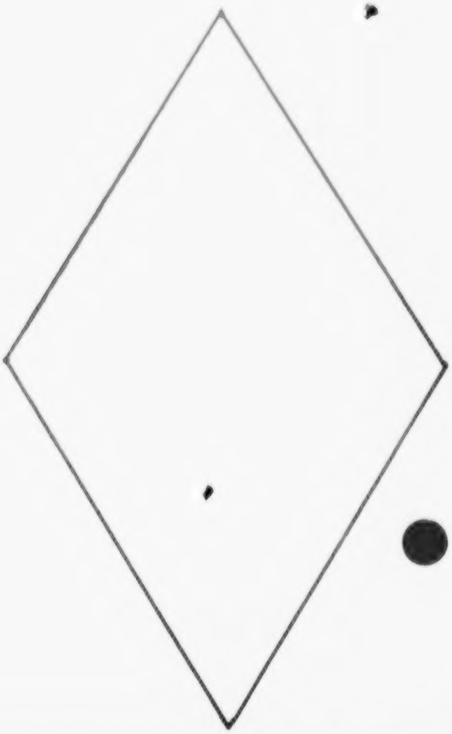
ACTIVITY SKILL:	OBJECTIVE:
Uses hole-punch	TLW use a hole-punch to punch one hole in each of five shapes.
Identifies colors by name	TLW name red, orange, yellow, blue and purple.
Follows simple directions	TLW follow directions to lick a sticker for each side of his shape.

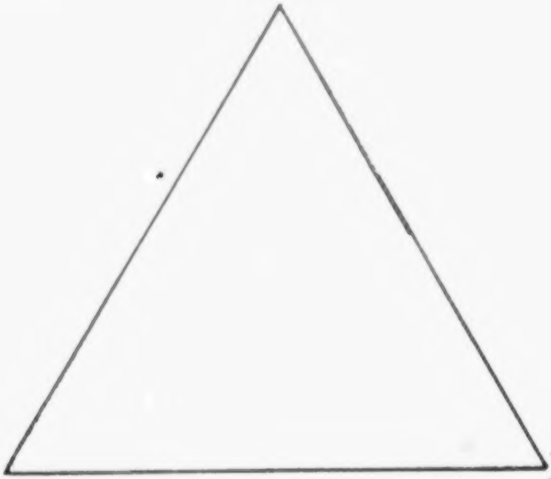
PATTERNS FOR
"ORNAMENTS: PAPER SHAPES/STICKERS"











TITLE: Paper Clocks

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition - TS	Learns about time	
Communication - RL	Learns the concept of quantity	N/A
	Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Knows big and little hands on clock	TLW name and locate the big and little hands on a clock.
Name numerals 1-10	TLW point to and name the numerals 1-10.

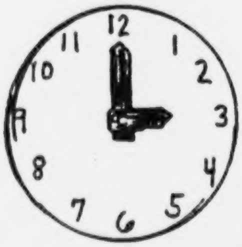
STUDENT DIRECTION: *Note: this should be used after the children have had introductory lessons telling time to the hour. Pass out clocks. Have the children point to the numeral one and read each numeral going clockwise. Then have them locate and name the big and little hands. Tell them they will be listening to some music and also to instructions that will ask them to make their clocks show certain times. Give an example: "Show me what 4 o'clock looks like." Instruct them to get ready to listen. This is an excellent activity for small groups to do independently at the Listening Center with headphones.

CONSTRUCTION:

Materials: Sturdy paper plates, black permanent marker, brads, hole-punch, some type of sturdy paper (i.e., poster board, index cards, etc.); record player or cassette player, Learning Basic Skills Through Music - Vol. II (tape or record).

Teacher Prep: Use marker and print numerals 1-12 around edge on back of plate (each child who is to participate will need his own clock); using the sturdy paper, cut one big and one little hand per clock (the hands should be black); punch a hole in the ends of the hands; put a brad through the holes and push through the center of the plate.

PICTURE IF APPLICABLE:



PATTERN:

REFERENCE: Learning Basic Skills Through Music - Vol. II by Hap Palmer

TITLE: Paper Clocks

INSTRUCTIONAL AREA: ECEE: UNIT: (See Section I)

ACTIVITY SKILL:
Indicates understanding of directions despite background noise

OBJECTIVE:
TLW listen to and follow directions to show understanding of telling time to the hour.

STUDENT DIRECTION:

CONSTRUCTION:

Materials:

Teacher Prep:

PICTURE IF APPLICABLE:

PATTERN:

N/A

REFERENCE: Learning Basic Skills Through Music - Vol. II by Hap Palmer

TITLE: Pass The Bean Bag (Slow and Fast)

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS/P Motor-Fine Communication-RL	Learns about time Develops visual perception Learns about people, places, space and events	N/A

ACTIVITY SKILL:	OBJECTIVE:
Understands concept of fast and slow	TLW demonstrate knowledge of the concept fast and slow by moving a bean bag as directed.
Follows moving object through most of a circular path	TLW watch the bean bag move around the circle.

STUDENT DIRECTION:

Seat children close together on the floor in a circle. Tell them they will be passing a bean bag around the circle to the person on their right - ask them to hold up their right hand (assist where necessary) and say "right"; then instruct them to place their right hand on that person's knee (check to see if everyone has understood). Tell them this is the person to whom they will give the bean bag. If they hear the word "stop!" while they are holding the bean bag, explain that they will put it down in front of that person to their right. Tell them the music they will hear will be changing speeds - sometimes it will go fast, sometimes slow. Instruct them to pass the bean bag the same speed the music is going - fast or slow. Ask them to wave their

CONSTRUCTION:

Materials: One bean bag; cassette or record "Bean Bag Activities and Coordination Skills"; cassette or record player.

Teacher Prep: Locate the song "Pass The Bean Bag" on the album.

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE: Bean Bag Activities and Coordination Skills by Georgiana Stewart.

Pass The Bean Bag (Slow and Fast) Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to use the eyes and hands together
Learns the meaning of object, action, descriptive and position words

ACTIVITY SKILL:	OBJECTIVE
Transfer object hand to hand Exchanges object - hand to hand Stops action when told "stop"	TLW receive the bean bag from his left, transfer it to his right hand and pass it on. TLW immediately stop passing the bean bag on the command "stop".

STUDENT DIRECTION:

hands fast and say "fast"; then to wave them slow and say "slow". Hand the bean bag to one child (remind him to pass it to his right) and tell everyone to be watching for it; as we "practice" passing it around the circle once or twice without the music - remind them to hand it carefully to the person on their right (no throwing!). After the practice session, turn on the music "Pass The Bean Bag". When the music is finished, ask questions such as, "Which way did you pass the bean bag?" (to the right); "What speeds did you make it go?" (fast/slow).

TITLE: Pine Cone Christmas Tree

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS/P Motor-Fine	Learns that groups and/or objects can be combined and separated to create new groups	Christmas

ACTIVITY SKILL:	OBJECTIVE:
Sorts by color and shape	TLW sort colored popcorn kernals and icicles.
Identifies colors by name	TLW name red, yellow, green and blue.

STUDENT DIRECTION:

Talk about Christmas trees - how do we make them pretty (we decorate them - we use ornaments, icicles, lights); tell them they will get to decorate their own little tree using some colored popcorn kernels, but first they will need to sort out their colors and icicles into some lids (or small containers) so that they can see what they have and choose which color they want to place where. Pass out the envelopes and several lids to each child. Have them name the colors as they sort and also say the word "icicle". Finally, they may dip their kernels into the glue (one at a time) and attach them to the "tree" using as many (and any colors) that they wish; after all the "ornaments" are on, then they may add the icicles using the glue the same way.

CONSTRUCTION:

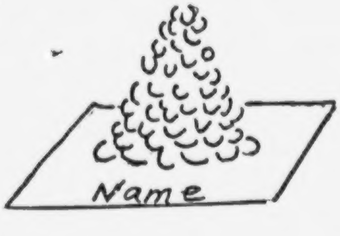
Materials: Colored popcorn kernels; pine cones; glue; 4" x 6" cards; icicles; several lids or small containers; envelopes; pencil.

Teacher Prep: Select as large and full pine cones as possible to use (1 per child) and glue each one onto a 4" x 6" card and print child's name at bottom (see A below); prepare an envelope with each child's name on it, fill it partially with popcorn and small icicles that you have cut into approximately 1" lengths.

PICTURE IF APPLICABLE:

PATTERN: N/A

A.



REFERENCE:

RKF

113

Pine Cone Christmas Tree Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns that the environment can be observed, manipulated and tested
Develops visual perception
Develops tactile perception
Learns to use specific hand movements with ease and dexterity

ACTIVITY SKILL:	OBJECTIVE:
Touches new things in the environment	TLW touch and explore a pine cone.
Uses pincer grasp	TLW use a pincer grasp to pick up and glue down popcorn kernals.

TITLE: Popcorn Numerals

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS/P	Learns the concept of quantity	N/A
Motor-Gross	Learns to use large muscle groups	
Communication-RL	Develops auditory perception	

ACTIVITY SKILL:	OBJECTIVE:
Names numerals 1-4	TLW name numerals 1-4.
Hops on both feet	TLW hop on one foot.
Hops on one foot	TLW carry out a 2-step command from a record.

STUDENT DIRECTION:

Instruct the children to each bring a chair and form a circle. With the children seated in their chairs, discuss popcorn - ask what we do with it (eat it); so what is it called (food). Ask if anyone has ever watched popcorn pop? (*NOTE: This makes a super follow-up activity if you can pop popcorn in class first.) Talk about how it began as a small, hard kernel and then being put into the hot oil in the popper, it popped up and became big and fluffy. Ask if all the little kernels pop up at the same time? (no, they take turns). Tell them we are going to pretend that we are all little popcorn kernels in a great big pot with hot oil in it, and that while we are sitting in the oil we are going to simmer (demonstrate by wiggling in your

CONSTRUCTION:

Materials: One 4" X 6" card (or paper) per child; black permanent marker; cassette or record "Sittercise"; cassette or record player; one chair per child.

Teacher Prep: Using a black permanent marker, write one numeral (1-4) on each of the 4" X 6" cards; locate the song "Stand Up - Sit Down" on the "Sittercise" album.

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE: "Sittercise" by Billy Gober, Ed.D.

Popcorn Numerals Continued

STUDENT DIRECTION:

chair). Ask them to say "simmer" and to wiggle like they are simmering. Remind them that the kernels take turns popping up, so to help everyone know when it is their turn to pop up and what to do, we will each hold a number (pass out number cards to everyone). Go around the circle and let each child tell you his number. Probably someone will notice that some numbers are alike - comment on what a good observation they made and tell them that is correct - just like real popcorn, several may "pop" at once. Instruct them to get ready and to listen for their number so they will know what to do when it is their turn to "pop". Play the recording "Stand Up - Sit Down".

Afterwards, let each child tell what his number is one more time and hold up that many fingers.

If you wish, you may let the children change numbers and repeat the activity.

TITLE: Printing on Gray Shape of Tyrannosaurus

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns about people, places, space and events	Prehistoric Times

ACTIVITY SKILL:	OBJECTIVE:
Identifies big/little	TLW identify dinosaurs as big.
Touches and names own facial features	TLW touch and name his eyes, ears, nose and mouth.
Participates in group discussion	TLW participate in a discussion of dinosaurs.

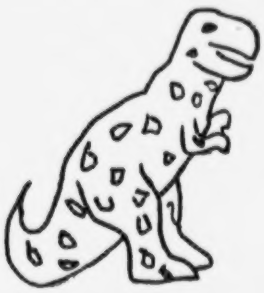
STUDENT DIRECTION: Talk about dinosaurs (when did they live? - long ago; were they big or small? - big; how big? - as big as our classroom, bigger than a car, some were bigger than our bus).
- Show pictures of the Tyrannosaurus; ask his name, ask what he ate, was he nice or mean?
- Tell them they will get to fix up their own Tyrannosaurus (encourage them to say Tyrannosaurus as much as possible throughout the activity).
- Put on smocks, demonstrate how to "print".
- Be sure to talk about the color of the dinosaur and paints.
- Pass out dinosaurs and markers, and encourage them to fix his face (ask them to touch and name the parts of their face: teeth, eyes, nose, mouth, ears, etc.).
- Finally, instruct them to "print" on their Tyrannosaurus with the paint.

CONSTRUCTION:

Materials: Pattern; gray paper; printing objects; (such as lids from containers, vegetable halves, etc.); blue, green and purple paint: smocks; markers; book on dinosaurs

Teacher Prep: Cut one Tyrannosaurus per child, put small amount of each color of paint in small containers, print child's initials on his Tyrannosaurus.

PICTURE IF APPLICABLE:



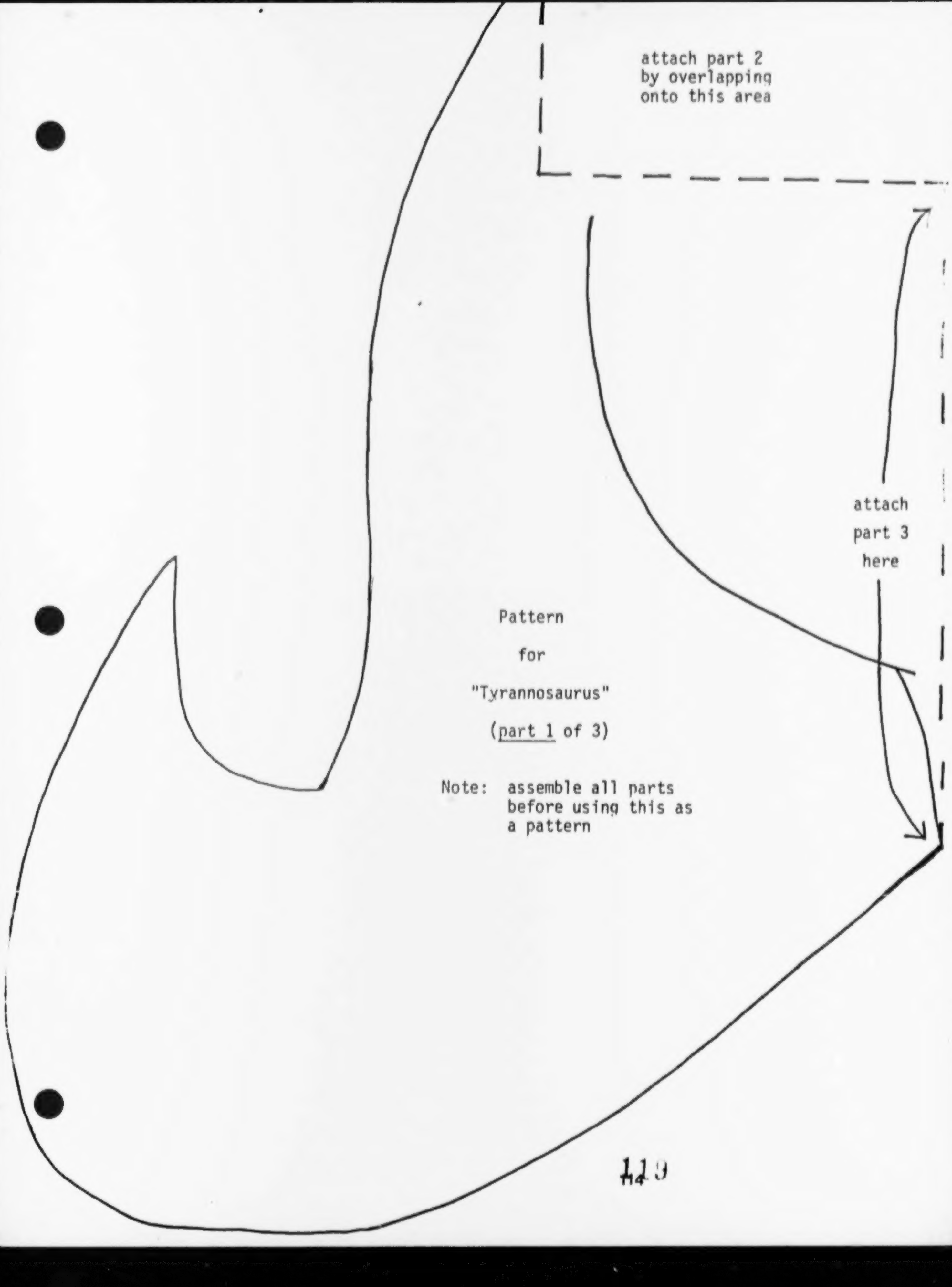
PATTERN:

See page

REFERENCE: RKF

Printing on Gray Shape of Tyrannosaurus Continued

INSTRUCTIONAL AREA:	ECEE:
Communication-EL	Learns to participate in a conversation



attach part 2
by overlapping
onto this area

attach
part 3
here

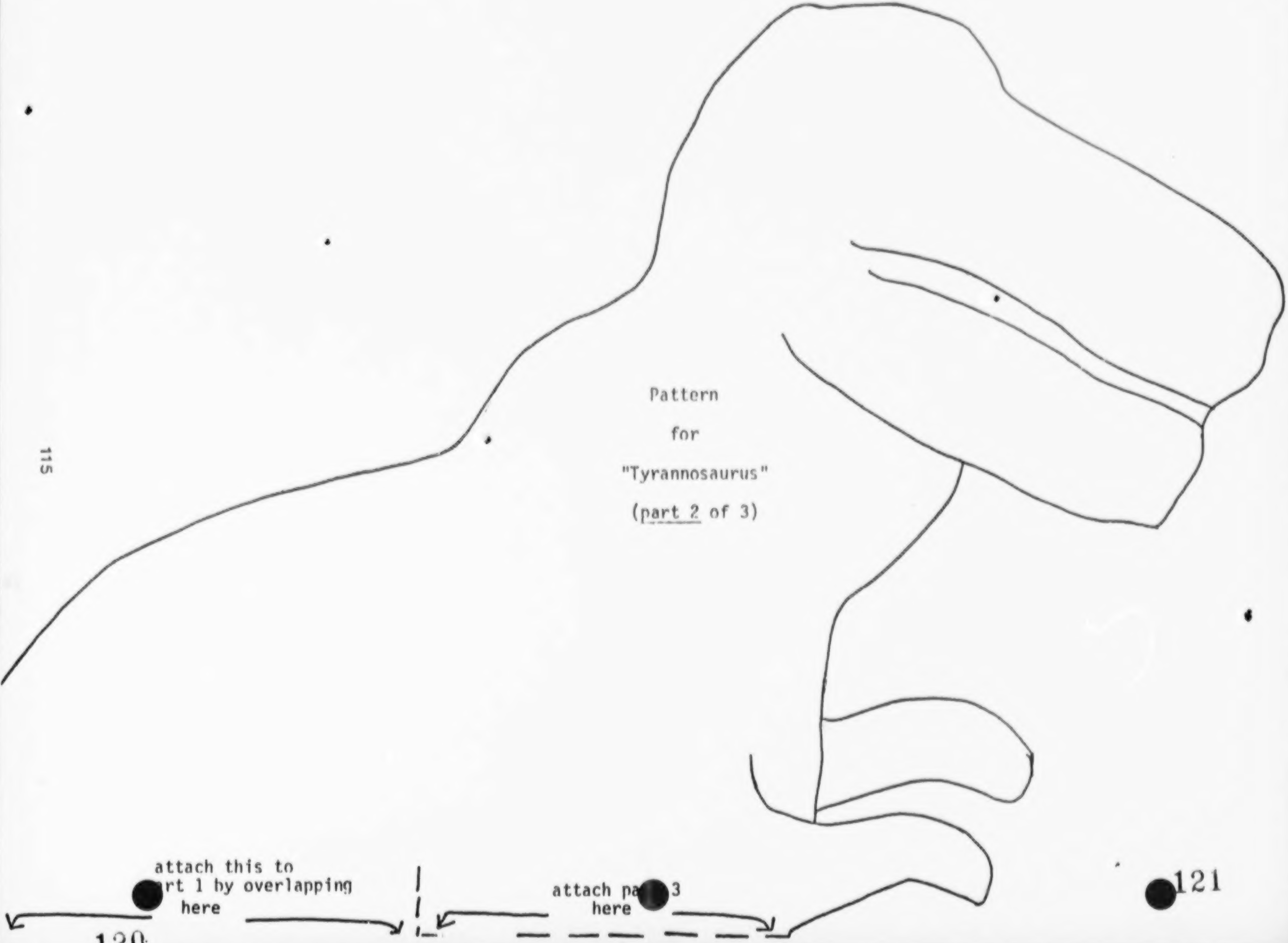
Pattern

for

"Tyrannosaurus"

(part 1 of 3)

Note: assemble all parts
before using this as
a pattern



Pattern

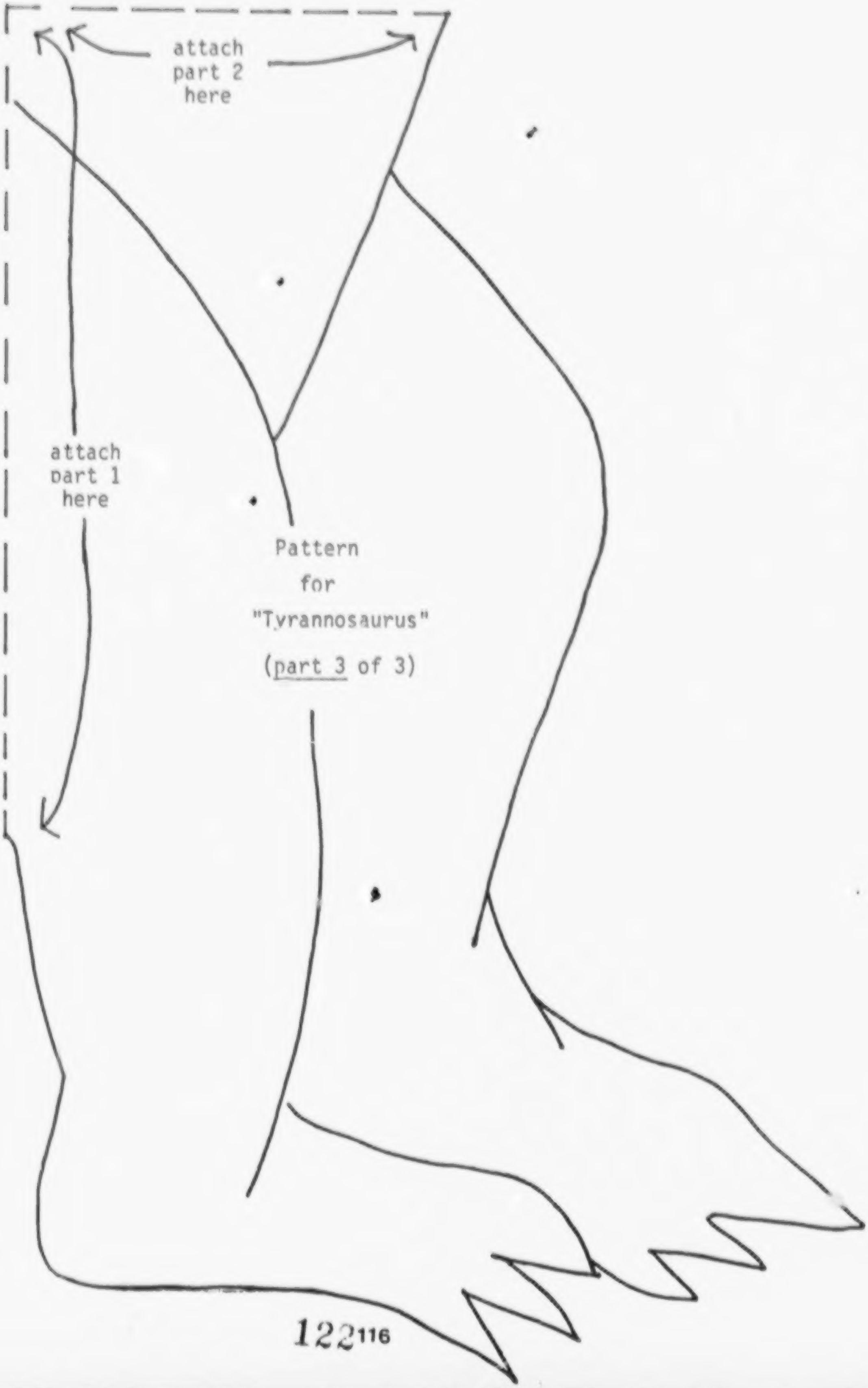
for

"Tyrannosaurus"

(part 2 of 3)

attach this to part 1 by overlapping here

attach part 3 here


attach
part 2
here
attach
part 1
here
Pattern
for
"Tyrannosaurus"
(part 3 of 3)

TITLE: Printing on Shamrocks

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition - TS/P	Learns about people, places, space and events	St. Patrick's Day
Motor-Fine	Learns the concept of quantity Develops kinesthetic perception	

ACTIVITY SKILL:	OBJECTIVE:
Uses body movements to demonstrate up and down	TLW move an object up and down repeatedly to print with paint on paper.
Says numbers 1-4 in correct sequence	TLW count four petals correctly.

STUDENT DIRECTION:

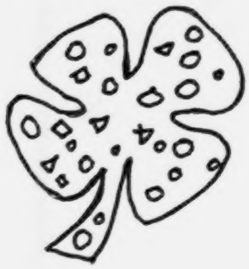
Put on smocks, talk about St. Patrick's Day and the special shape "shamrock". (Have them say "shamrock") - tell them that shamrocks grow like flowers and have a stem and petals. Some have 3 and a few have 4 petals; those with 4 petals are supposed to be "lucky" - instruct them to count the petals on their shamrock and tell you if they are lucky. Finally, tell them they will get to "print" on their shamrocks (talk about the different colored paint). *Demonstrate how to "print" using down-up motion (say "down" when you put the object down to print and "up" when you bring it up off the paper; encourage the children to say "down" and "up" as they do their printing). If they start moving the object back and forth instead of up and down, remind them that printing with paint is different than painting with a brush.

CONSTRUCTION:

Materials: Objects to print with (example: different sized lids, etc.); yellow and green and white paint; large paper for shamrock (preferably light green); smocks; shamrock pattern.

Teacher Prep: Cut one large shamrock per child; put a small amount of paint in several containers; print names on shamrocks.

PICTURE IF APPLICABLE:



PATTERN:

See page

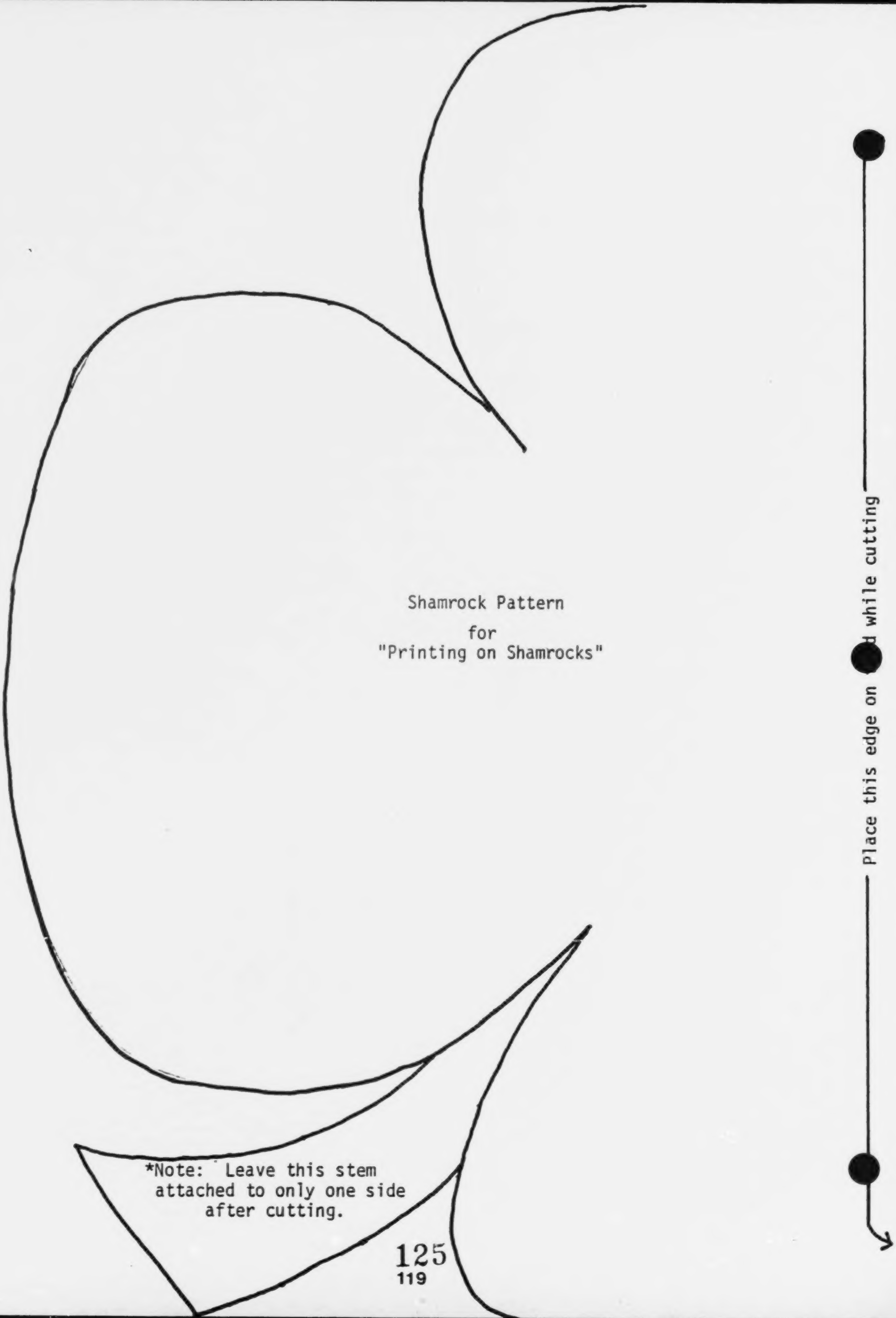
REFERENCE: RKF

123

Printing on Shamrocks Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Learns to use specific hand movements with ease and dexterity	

ACTIVITY SKILL:	OBJECTIVE:
Practices specific movements - up/down Uses pincer grasp to pick up and put down small objects	TLW use a pincer grasp to pick up and put down small objects as he is printing with paint.


Place this edge on [illegible]d while cutting

Shamrock Pattern
for
"Printing on Shamrocks"

*Note: Leave this stem
attached to only one side
after cutting.

TITLE: Rainbow

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns the environment can be observed	Weather
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	

ACTIVITY SKILL:	OBJECTIVE:
Identifies colors by name	TLW name 5 colors.
Participates in group discussion	TLW participate in a discussion about rainbows.
Holds pencil correctly	TLW hold chalk with correct pencil grasp.

STUDENT DIRECTION:

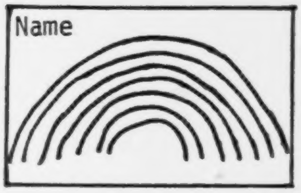
Talk about rainbows (when do we see one - after rain; where - sky; name rainbow colors; how does a rainbow "go" - up, over and down).
- Put on smocks; show them how to practice with their hand on the paper in the lower left corner and go "up-over-and-down" (do this several times).
- Let them select 1 colored chalk at a time (being sure to name the color) and use it to go "up-over-and-down".
- Encourage them to use a lot of different colors.
- Spray with hairspray upon completion to minimize smudging.

CONSTRUCTION:

Materials: Colored chalk for paperwork, hairspray (aerosal type), large manila paper, smocks.

Teacher Prep: Print names on papers.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE:

RKF and Colored Chalk for Paperwork

Rainbow Continued

INSTRUCTIONAL AREA:	ECEE:
Motor-Fine	Learns to use specific hand movements with ease and dexterity

TITLE: Scarecrow

INSTRUCTIONAL AREA:
Cognition-TS

Social/Emotional

ECEE:
Learns about people, places, space and events
Learns that objects can be combined and separated to create new groups

UNIT: (See Section I)
Halloween
Farm Animals
Plants
Birds

ACTIVITY SKILL:
Names shapes
Finds likenesses

OBJECTIVE:
TLW name circle, triangle and rectangle.
TLW identify likenesses in a scarecrow and a person.

STUDENT DIRECTION:

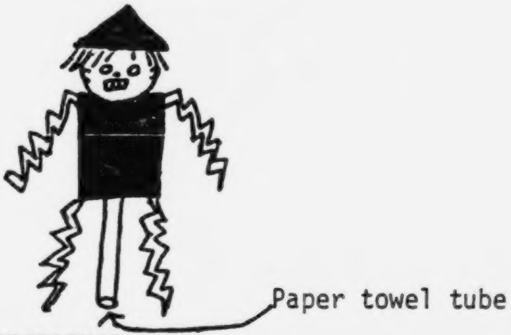
Display picture of "scarecrow", ask children to say the word; tell them that a "scarecrow" is used in gardens to scare birds (like crows) away, so that they will not eat the food that is growing there--a scarecrow looks a lot like a person and birds don't want to get close to people. Ask them to tell you how the scarecrow is the same as a person (e.g., head, arms, legs, body, etc.). Tell them they will be making their own scarecrow. Pass out the 4 orange strips, let them count them and name the color; explain that these will be the arms and legs. Demonstrate how to fold back and forth (fan-type folding), being sure to keep the "x" on top; instruct them to fold their strips. Next, pass out black rectangle (have them name color and shape), tell them this will be the body; pass out orange circle (name shape and color

CONSTRUCTION:

Materials: Orange and black paper; paper towel tubes or popsicle sticks or tightly rolled and taped sheets of newspaper; orange yarn; glue; black markers; patterns; scarecrow picture; masking tape (optional)
*Variation: use colors other than orange and black when using this lesson at times other than Halloween

Teacher Prep: Use patterns to cut one orange circle, one black rectangle, one black triangle, and a set of four orange strips per child; cut six 2" pieces of orange yarn per child; put child's name inside tube/stick; mark a small "x" on the end of each orange stick.

PICTURE IF APPLICABLE:



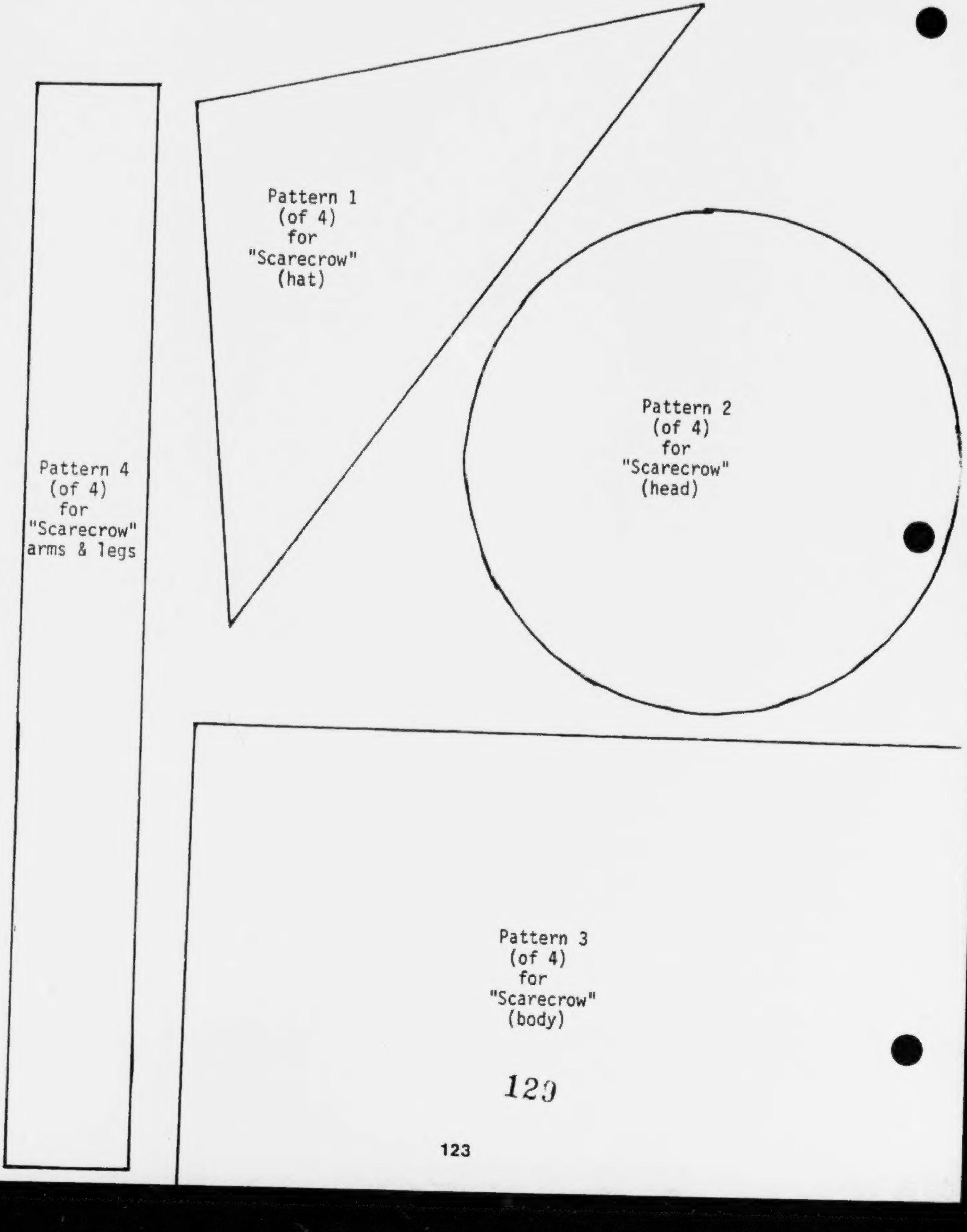
PATTERN:

See page

REFERENCE:

RKF

EC/ESC/10/84


Pattern 1
(of 4)
for
"Scarecrow"
(hat)
Pattern 2
(of 4)
for
"Scarecrow"
(head)
Pattern 4
(of 4)
for
"Scarecrow"
arms & legs
Pattern 3
(of 4)
for
"Scarecrow"
(body)

Scarecrow Continued

INSTRCTIONAL AREA:	ECEE:	UNIT:
Motor-Fine	Learns about own body parts and what they do Learns to use specific hand movements with ease and dexterity	

ACTIVITY SKILL:	OBJECTIVE:
Touches and names body parts on doll	TLW touch and name body parts on a scarecrow.
Folds paper	TLW will fold strips of paper (fan-type fold).

STUDENT DIRECTION:

color); ask them what could this be? (head); instruct them to glue head onto body and draw in scary features; then let them glue on hair (yarn), arms, legs and hat (have them name shape and color). Finally, attach scarecrow to tube or stick using glue or masking tape. End by asking them what they made and what it is used for and why. Also, ask them to name the colors they see and to name and touch the scarecrow's body parts.

*Note: the scarecrows may easily be used as puppets for dramatic play.

TITLE: Seed Number Books

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns the concept of quantity	Plants
Social/Emotional	Learns to work independently	

ACTIVITY SKILL:	OBJECTIVE:
Matches objects with objects (one to one correspondence)	TLW match one seed/bean to one circle.
Matches print numeral with same quantity of objects	TLW match numerals (1-6) with same number of objects.
Matches numerals	TLW match numerals 1-6.

STUDENT DIRECTION: Talk about seeds (what do we do with them - plant them in soil; what happens then - water/sun, then they grow into things such as flowers, carrots, potatoes, onions, trees, etc.) Tell them that they will each make a special seed book - each page in the book will tell them how many seeds to "plant" there - they will "plant" (tape) the seeds at the bottom in the holes (circles) in the "soil" and color the "soil" with a brown crayon. Then they may use the markers to show (see picture D) what each seed is growing into--(i.e., stems, leaves and flower; trunk and leaves for a tree; vegetable plant; etc.). Instruct the children to count the small circles at the bottom and then "read" the number at the top as they work each page. You will need to assist by tearing off pieces of tape as they work.

* Note: This lesson may be done in one day or easily spread out over several days. After the children have completed their books, play a numeral matching game by holding

CONSTRUCTION:

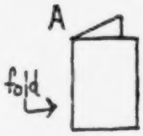
Materials: Manila or light-colored paper; seeds/beans; markers; transparent tape; brown crayons; numeral cards 1-6

Teacher Prep: Prepare a "book" for each child as follows:

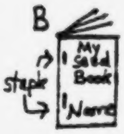
1. Use 8X10 paper (2 per child) and fold in middle (see picture A).
2. Put the 2 sheets together, fold and staple on the side (see picture B).
3. Print child's name across bottom of front, and at top print My Seed Book (see picture B).
4. Print a numeral at the top of each inside page: 1 2 3 4 5 6 and then make that same number of small circles at the bottom of each page (see picture C).

PICTURE IF APPLICABLE:

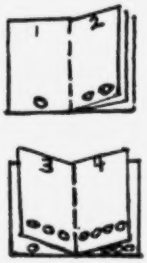
A



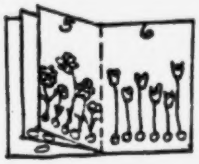
B



C



D



PATTERN:

N/A

REFERENCE: RKF

Seed Number Books Continued

ACTIVITY SKILL:
Completes a project

OBJECTIVE:
TLW complete a seed number book.

STUDENT DIRECTION:

up numeral cards (1-6) and having the children locate the same numeral in their book. They could also then show you that many fingers.

TITLE: Shape Train

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS Motor-Fine Communication-EL	Learns about people, places, space and events Learns that the environment can be observed	Transportation

ACTIVITY SKILL:	OBJECTIVE:
Names geometric shapes	TLW name circle, square, rectangle and triangle.
Identifies big/little	TLW point to the big/little shape.
Identifies colors by name	TLW identify 4 colors by name.
Cuts shapes from paper	TLW use scissors to cut, following a line, a circle, square, rectangle and triangle.

STUDENT DIRECTION:

Talk about trains - ask why a train is for transportation (it takes us places); show pictures; ask them to name some other kinds of transportation (boats, cars, airplanes, etc.). Instruct children to look at and name the colors and shapes they have; then tell/ask them to point to specific big/little shapes as you direct them. Finally, tell them to cut out the shapes and make a train on their paper. After they glue it down, ask what the train rides on (water? streets? air? ---tracks!). Pass out markers and suggest they make wheels on their train and tracks under the train. Encourage them to also add sun/moon above, doors on the cars, etc. (smoke out of engine).

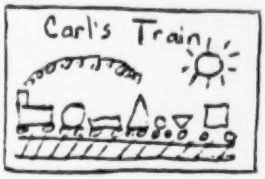
CONSTRUCTION:

Materials: Large manila paper; colored paper; scissors; glue; markers or crayons; shape patterns.

Teacher Prep: Using all colors, outline 2 each (1 big, 1 small) of the following shapes per child: circle, square, triangle, rectangle (precut only for those who cannot use scissors).

PICTURE IF APPLICABLE:

A.



PATTERN:

See page.

REFERENCE: RKF

Shape Train Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to use the eyes and hands together
Learns to participate in a conversation by talking, asking and answering questions

ACTIVITY SKILL:

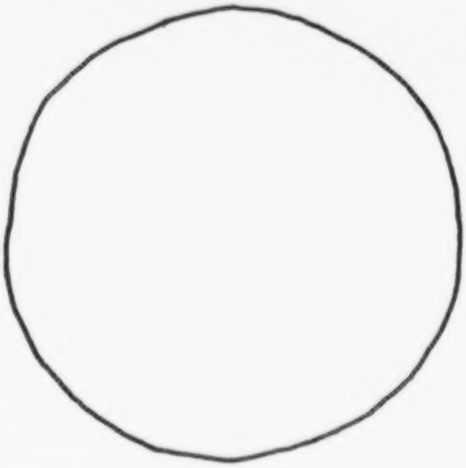
Participates in group discussion

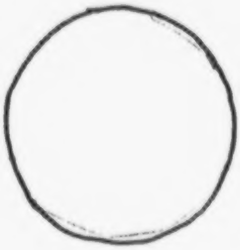
OBJECTIVE:

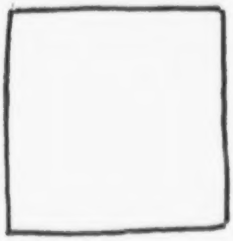
TLW participate in a discussion about transportation.

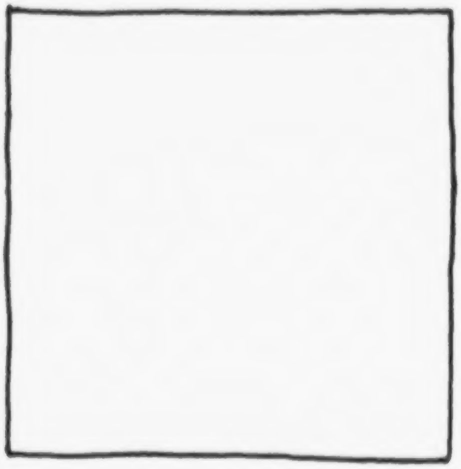
STUDENT DIRECTION:

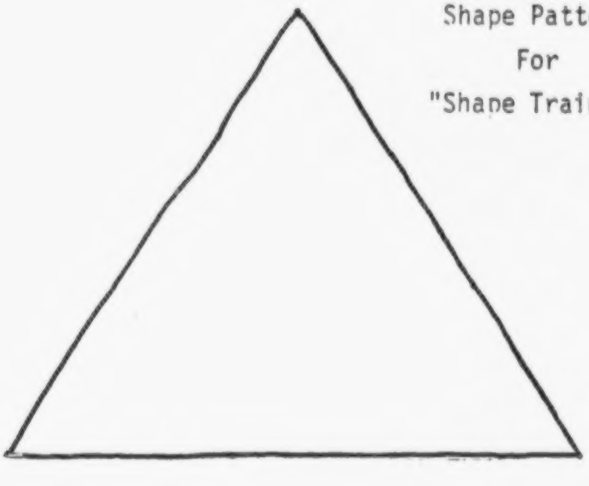
* Encourage them to use the word transportation.
Print across top of each paper: Ex. - Carl's Train (see A)
Ask what part of the train comes first (engine)
and what comes last (caboose).



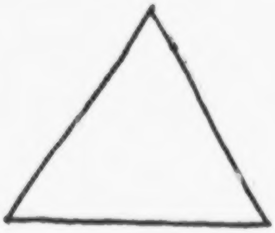


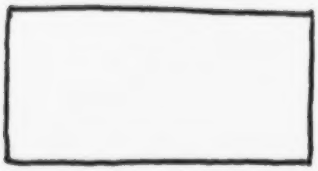


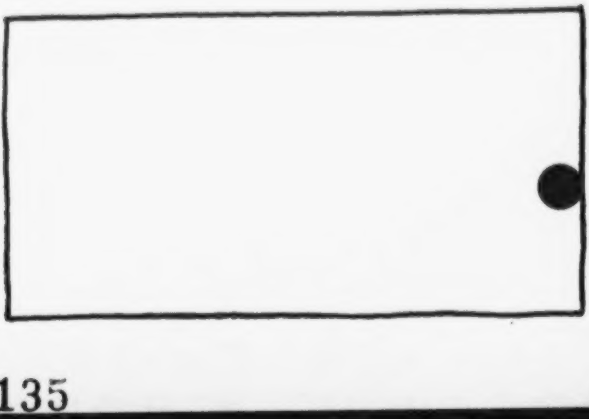




Shape Patterns
For
"Shape Train"







TITLE: Sneezing/Coughing

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns about people, places, space and events	Health
Social/Emotional	Learns about the community	
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Touches and names own facial features	TLW touch and name his own facial features.
Identifies some community helpers	TLW identify the doctor as a community helper.
Participates in a group discussion	TLW participate in a discussion about sneezing/ coughing.

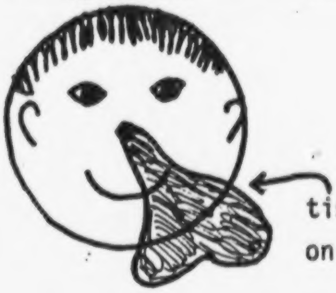
STUDENT DIRECTION: Talk about sneezing/coughing and how germs fly out into the air; remind them germs are what get inside people and make them sick; so, we want to catch our germs and throw them away. Practice the correct way to cover mouth with hand when coughing; practice the correct way to cover nose when sneezing. Use tissues and let each child have a turn. Give each child a plate, (or paper circle), tell them that it is their head, ask them to touch and name their own facial features, then, draw what should be on their head/face. Then tell them that their "head" has a cold and is sneezing, ask what they need (tissue) and where it should go (over nose); let them glue a tissue onto the nose. Ask them what community helper they should visit if their cold or cough gets worse (doctor/nurse); and what the doctor/nurse might do to make them feel better and get well (give them a shot or some medicine).

CONSTRUCTION:

Materials: Markers/crayons; tissues, glue; paper plates (or pink or tan paper)

Teacher Prep: Print child's name on back of paper plate (if not using paper plates, then cut an 8" circle out of pink or tan paper for each child)

PICTURE IF APPLICABLE:



tissue is glued on the nose

PATTERN:

N/A

REFERENCE: RKF

TITLE: Snow Picture

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns about people, places, space and events	Weather
Communication-EL	Learns the concept of quantity	

ACTIVITY SKILL:	OBJECTIVE:
Identifies large/small	TLW point to the largest/smallest circle.
Says numbers in correct sequence	TLW count 3 objects correctly.
Names facial features	TLW name 4 facial features.
Participates in group discussion	TLW particpate in a discussion about snow.

STUDENT DIRECTION:

Talk about snow (where does it come from; what season do we see snow; is it hot/cold; is it wet/dry; what color). Ask what we can make with snow - a snowman!

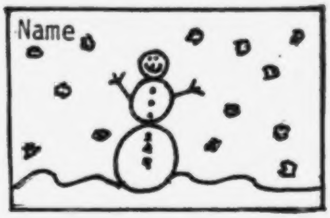
- Tell them they are to make a very cold WINTER picture with lots of snow and a snowman. Pass out the blue or black paper and the 3 white circles. Ask them to name the colors and the shape, then have them count their circles and show you that many fingers. Next tell them to get ready to "build" their snowman. Instruct them to find their largest circle to put on the bottom (have them say "largest"), then tell them to put the middle-sized one on next and finally the smallest one on top for the head (have them say "smallest"). After the circles are placed correctly, let them glue them down. Provide markers and

CONSTRUCTION:

Materials: Large black or blue paper, white chalk, cotton, doilies, white paper, scissors, glue, black markers, circle patterns.

Teacher Prep: Cut 3 white circles per child (use patterns).
Print names on large black or blue paper.

PICTURE IF APPLICABLE:



PATTERN:
See page.

REFERENCE:
RKF

INSTRUCTIONAL AREA:

Motor-Fine

ECEE:

Learns to participate in a conversation by talking, asking and answering questions

Learns to use the eyes and hands together

ACTIVITY SKILL:

Pastes using index finger

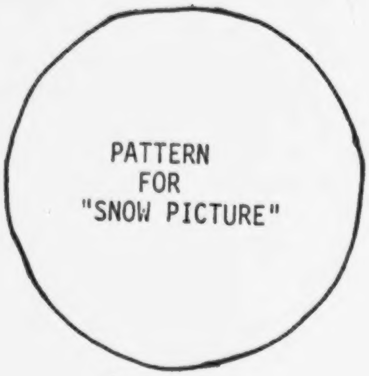
OBJECTIVE:

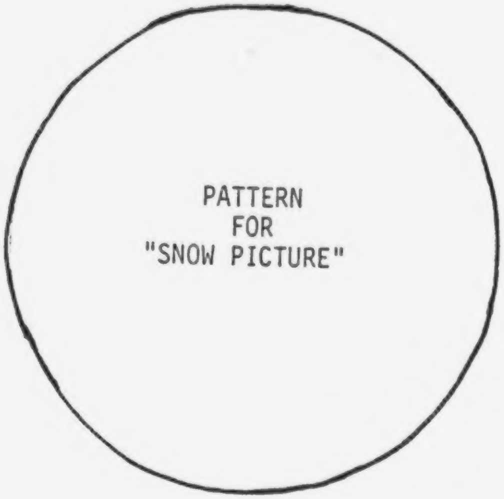
TLW use his index finger to paste.

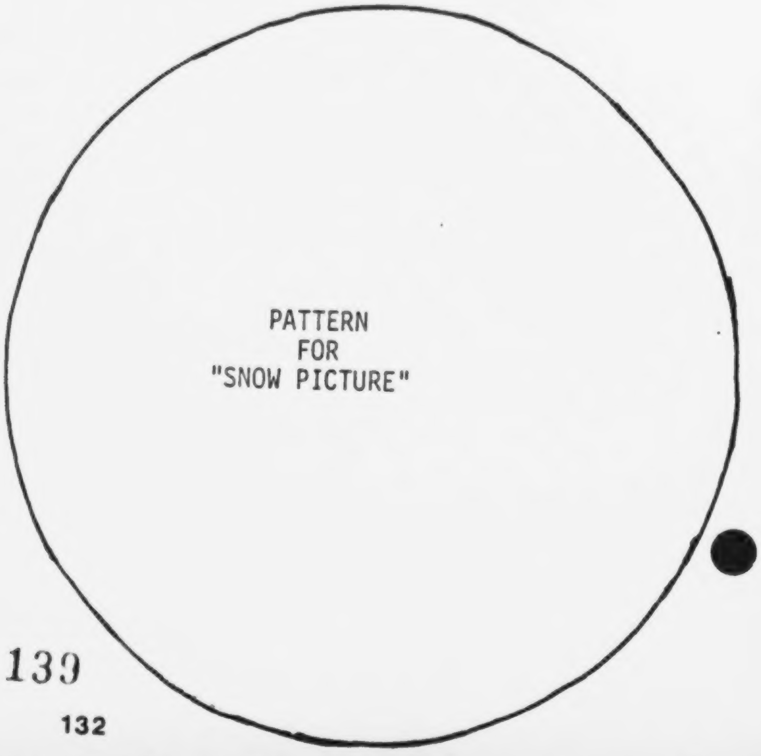
STUDENT DIRECTION:

chalk for them to add features to their snowman (let them tell you what goes on his face).

After they finish the snowman, present the cotton and doilies and demonstrate how they can pull the cotton apart and tear the doilies into tiny pieces to make snow and snowflakes to go around their snowman. Let them use these additional materials and glue to complete the picture as they wish.


PATTERN
FOR
"SNOW PICTURE"


PATTERN
FOR
"SNOW PICTURE"


PATTERN
FOR
"SNOW PICTURE"

TITLE: Starfish

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS/P	Learns that the enviroment can be observed, manipulated and tested	Water Animals
Communication-EL	Develops tactile perception Learns the names, descriptions	

ACTIVITY SKILL:	OBJECTIVE:
Explores objects tactually	TLW touch rough and smooth objects.
Uses descriptive words when presented with objects	TLW describe objects as being rough or smooth.
Says numbers in correct sequence 1-5	TLW count five legs on the starfish.

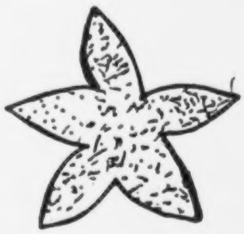
STUDENT DIRECTION: Talk about water--ask what we call a lot of water where ships and submarines go? (ocean) Tell them that different things live and grow in the ocean; ask them to name any they know (i.e. fish, octopus, whale, lobster, etc.) Show any available pictures and discuss them. Tell them that one of the water animals that lives in the ocean is a starfish (show pictures and/or real starfish); ask what color it is; talk about how it feels--let them touch something rough (i.e. sandpaper) and smooth as they say the words, explain that a starfish feels rough. Pass out individual papers and tell them that they will each make their own starfish. Instruct them to look at their starfish and see if they can figure out how it got its name (it's shaped like a star); have them count the points (five)--explain that these are its legs which it uses to dig and bury itself in the sand with. Instruct them to use their brown marker and draw along all the edges (outline it), then color inside with

CONSTRUCTION:

Materials: Brown markers and crayons; rough and smooth objects; small manila paper; pictures of and/or a real starfish; starfish pattern; scissors; large safety pins or straight pins or sand, glue, and tray or newspaper

Teacher Prep: using pattern, cut one starfish out of manila paper for each child; locate picture of and/or a real starfish; collect several rough and smooth objects for the children to feel

PICTURE IF APPLICABLE:



PATTERN:

See Page

REFERENCE: RKF

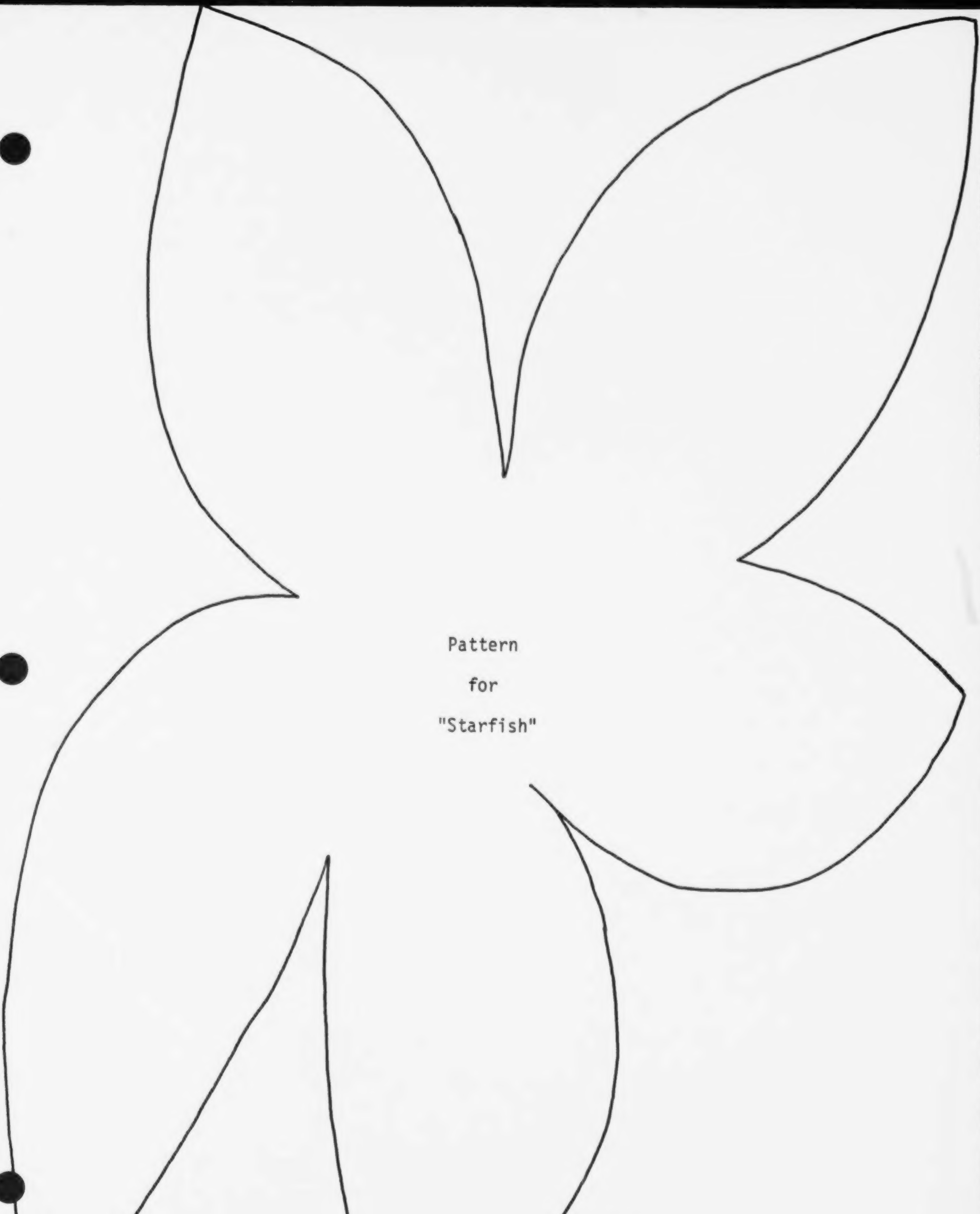
Starfish Continued

INSTRUCTIONAL AREA: ECEE:

and postitions of objects
Learns the concept of quantity

STUDENT DIRECTION: their brown crayon. Next, have them feel/touch their starfish; ask if it is smooth or rough (smooth). Tell them that they need to make their starfish feel rough. (Choose one of the following ways--whichever fits the needs of your class) Rough I: demonstrate how to poke holes, using a large safety pin or a straight pin, all over the starfish; pass out pins and let them poke their own; when finished, turn the starfish over and have them feel it while saying "rough"

Rough II: instruct them to put glue all over their starfish, and using their fingers, sprinkle sand on the glue (be sure you have a tray or newspaper under each starfish); you will need to shake off the extra sand when it dries. Have them say, "Now my starfish feels rough." when they're finished.



Pattern
for
"Starfish"

Drama

TITLE: The Three Billy Goats Gruff

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns about people, places, space and events	Farm Animals
Communication-EL	Learns that the environment can be observed, manipulated and tested	

ACTIVITY SKILL:	OBJECTIVE:
Identifies big/little	TLW identify (by naming) the big, little, and middle-sized goats.
Retells short story	TLW retell the story The Three Billy Goats Gruff.

STUDENT DIRECTION:

Read the story The Three Billy Goats Gruff (pages 85-86 in The Real Happily Ever After Book). Ask the children some questions about the story (i.e., "Ask what kind of farm animals was the story about?" - goats. "How many goats?" - three. "Were they the same size or different sizes?" - different sizes. "Name the sizes" - big, little, middle-sized. "They wanted to get on the other side of the river - what did they have to do to get there?" - cross over a bridge. "Who lived under the bridge?" - a troll. "Was the troll mean or nice?" - mean. "What did he want to do?" - eat the goats. "Did he get to eat a goat?" - no. "What happened?" - the big billy goat tossed the troll into the river). Pass out the papers and crayons, ask the children to point and name the different items on their paper; then instruct them to color the goats, troll, and bridge. Finally, they should

CONSTRUCTION:

Materials: The Real Happily Ever After Book; one copy of page 87 from the book for each child (xerox or therma-fax ditto); crayons; scissors; glue (optional); popsicle sticks (optional).

Teacher Prep: Make one copy of page 87 from The Real Happily Ever After Book for each child.

PICTURE IF APPLICABLE:

N/A

PATTERN:

N/A

REFERENCE: The Real Happily Ever After Book

The Three Billy Goats Gruff Continued

INSTRUCTIONAL AREA:	ECEE:
Motor-Fine	Learns to respond to books and poems read aloud Learns to use the eyes and hands together

ACTIVITY SKILL:	OBJECTIVE:
Answers three questions about a short story	TLW answer three questions about the story The Three Billy Goats Gruff.
Cuts squares/rectangles from paper	TLW cut out square and rectangular shapes from paper.

STUDENT DIRECTION

cut along the heavy lines (for those unable to cut, let them practice cutting on another sheet of paper while you cut out their pictures). *Optional: if you want to make finger puppets, attach the finger loops as directed on the paper (we did not do this); another suggestion would be to use popsicle sticks.

When everyone is ready, instruct the children to place their bridge in front of them, put the troll under the bridge, and all the goats on the left side of the bridge. Then reread the story slowly so that the children may move the goats and troll at the correct time.

This is an excellent story to reread on later occasions, as the children begin to participate verbally on the repetitious lines, and also begin changing their voices to speak for the different goats.

Suggestions:

1. Make a more permanent (laminate, if possible) set of characters to leave in the library center for "free choice" time,
2. After the children have used their characters in a group two or three times, let them take them home (send a note encouraging the parents to let their child "tell" the story.

TITLE: Tracing For Triceratops

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Cognition-TS	Learns that objects can be combined and separated to create new groups Learns about people, places, space and events	Prehistoric Times

ACTIVITY SKILL:	OBJECTIVE:
Identifies what is missing	TLW identify that the horns are missing on the triceratops.
Names triangle	TLW name the triangle shape.
Touches and names own facial features	TLW touch and name his own facial features.
Traces around shapes	TLW trace around a triangle stencil.

STUDENT DIRECTION: Talk about dinosaurs (ask what they are? are they food, clothing, furniture - animals! when did they live? a long time ago) - show a picture of triceratops and ask what his name is; ask why we say triceratops? because tri means 3, and he has 3 horns (count them); ask if they can tell you anything else that begins with "tri" (tricycle - it has 3 wheels; triangle - it has 3 wheels; triangle - it has 3 corners and 3 sides. . . draw a triangle and count the corners/sides together)

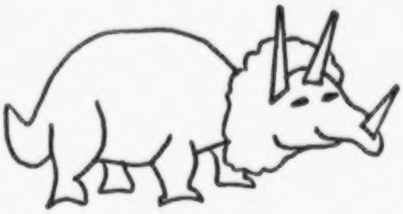
- Tell them that you have a picture of a triceratops for each of them, and you want them to look very closely at it because something is missing; pass out papers - allow them time to look, then ask what is missing? the 3 horns. Show them a "horn stencil" and ask what shape it is-- a triangle.
- Instruct them to use their pencil and trace around the stencil to make their three horns where they think they should go. Finally, tell them to add facial features

CONSTRUCTION:

Materials: Pencils; crayons; large, light-colored paper; small, scrap cardboard; dark permanent marker; pattern for horn stencils and triceratops; dinosaur pictures

Teacher Prep: Using a dark permanent parker, outline one triceratops per child onto large, light-colored paper, then use the marker to add legs and "shield" lines (similar to that on pattern); prepare several "horn stencils" for the children to use for tracing by making them out of cardboard, using the pattern

PICTURE IF APPLICABLE:



PATTERN:

See page

145

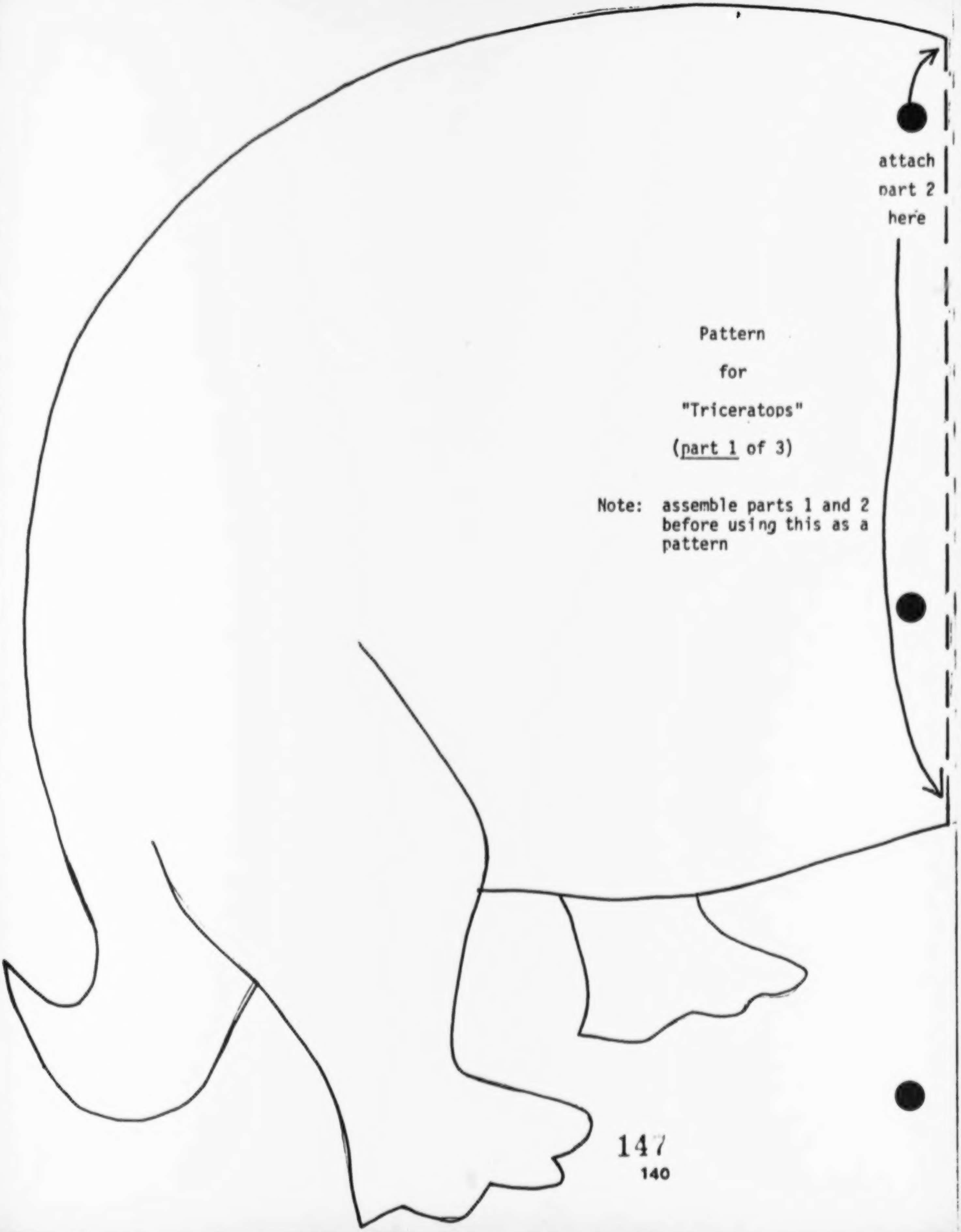
REFERENCE: RKF

Tracing For Triceratops Continued

INSTRUCTIONAL AREA:	ECEE:
Motor-Fine	Learns to use the eyes and hands together

STUDENT DIRECTION:

(ask them to touch and name their own facial features first) and also to color "toes" on their triceratops.



attach
part 2
here

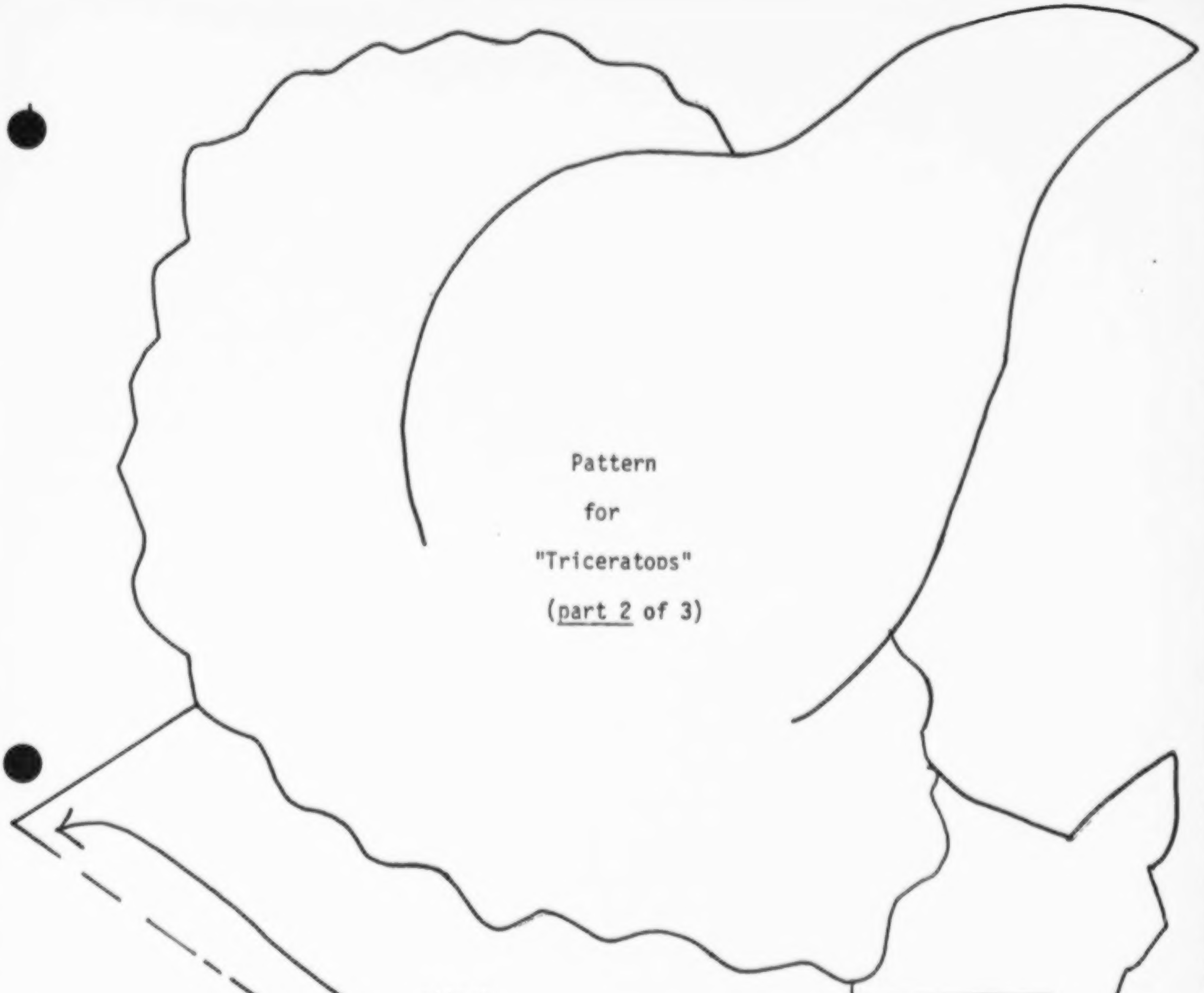
Pattern

for

"Triceratops"

(part 1 of 3)

Note: assemble parts 1 and 2 before using this as a pattern



Pattern
for
"Triceratops"
(part 2 of 3)

attach
part 1
here

(horn
stencil)
Pattern
for
"Triceratops"
(part 3 of 3)

*cut several
of these

TITLE: Twinkle, Twinkle Sizes

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns that the environment can be observed, manipulated and tested	Weather-Day/Night
Motor-Fine	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Orders stars from big to little	TLW place five stars in order from big to little.
Distinguishes between big and little	TLW count the number of stars he has correct.

STUDENT DIRECTION:

Talk about day and night - what happens at that time and what you see. Ask questions such as: "When do we eat lunch?" day; "When do we sleep?" night; "When do we go to school?" day; continue by asking, "What else do you do during the day/night?"; then ask, "What can you see in the sky during the day?" sun, clouds, rain, rainbow, etc.; "What can you see in the sky at night?" moon, stars. Tell them they will be making a special star picture. Pass out each child's set of stars and instruct them to count and find out how many stars they have (five). Then have them find their largest star and hold it up. Ask them to find the points on the star (assist or explain what points are, if necessary) and count them (five). Next, have them find

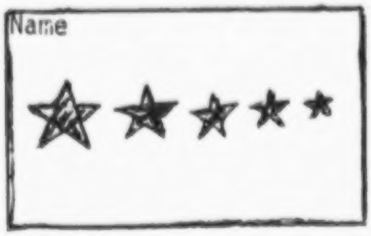
CONSTRUCTION:

Materials: Yellow and black construction paper; glue; approximately 3/4 ounces of glitter (any color) for up to 10 children; 3-4 spoons and small containers (e.g., margarine tubs); star patterns; 3-4 large trays (or sheets of newspaper).

Teacher Prep: Precut a set of 5 different-sized stars out of yellow paper for each child; print children's names on one 12" x 18" sheet of black paper each; put glitter into 3-4 small containers.

*Note: be sure each set of stars is mixed up (not already sequenced by size) before you pass them out.

PICTURE IF APPLICABLE:



*Note: Actually the background will be dark and the stars light.

PATTERN:

See page.

REFERENCE: Nontarnish glitter

INSTRUCTIONAL AREA:

ECEE:

Learns the concept of quantity
Learns about time
Learns to use the eyes and hands together

UNIT:

ACTIVITY SKILL:

Says numbers 1-5 in correct sequence

Knows difference between night and day

Pastes picture on paper without overlap

OBJECTIVE:

TLW tell what he can see in the sky during the day and at night.

TLW glue five stars on his paper without overlap.

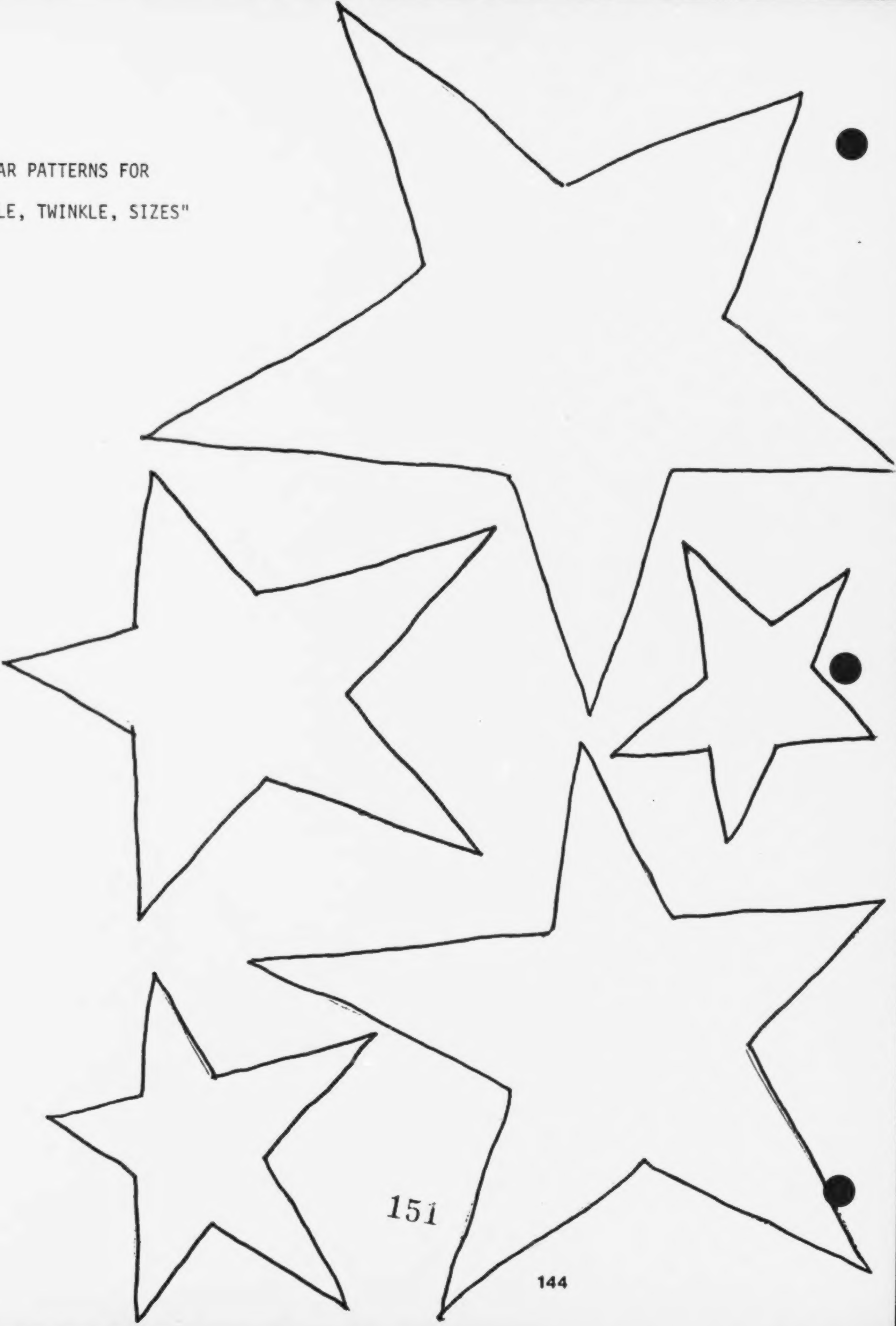
STUDENT DIRECTION:

their smallest star and then count the points on it. Ask if the stars had the same number of points or a different number (same). Then have them look at all their stars and tell you what color they see (yellow); ask if the stars are each the same color or if they are different colors (same). Bring to their attention the fact that they have noticed that their stars all have the same number of points and are all the same color. Tell them that there is one thing that is different about the stars; ask if anyone knows what that could be (they are different sizes). Demonstrate with one set of stars how you can arrange them so that they go from biggest to smallest on a piece of black paper; then, pick them up and tell them you want them to do the same thing with their stars. Pass out black paper. Use verbal assistance to help anyone having difficulty (i.e., "Find the very biggest; now look again and find the next one that is the biggest," etc.). After the stars are arranged, let them glue them down - one at a time - beginning with the biggest.

Conclude by letting them use glitter to make their stars "twinkle". Tell them that at night when it gets very dark and you look up at the stars, many people say they see the stars "twinkle" - explain that twinkle is sort of like blinking and sparkling or shining all at the same time (have them say "twinkle"). Demonstrate how to put glue on a star, then shake glitter onto it to make it "twinkle" (one star at a time). *Note: be sure each child's paper is on a tray (or individual piece of newspaper) so you can shake off the excess glitter and then put it back into the container.

STAR PATTERNS FOR

"TWINKLE, TWINKLE, SIZES"



TITLE: Windy Painting

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Cognition-TS	Learns that the environment can be observed	Weather
Motor-Fine	Learns to use other small muscle groups such as those in the mouth	

ACTIVITY SKILL:	OBJECTIVE:
Identifies colors by name	TLW name 3 colors.
Blows with the mouth	TLW blow through a straw to make paint move around on paper.
Repeats sounds made by others	TLW repeat the blowing sound made by the teacher.

STUDENT DIRECTION:

Talk about the wind, ask what it does - blows; tell them they will get to pretend they are the wind - instruct them all to "blow".
- Pass out paper and straws; let them practice blowing through the straws.
- Use spoon to put a little of each paint color on children's paper (have them name the colors); tell them to use their straws to "blow" the paint around; add more paint as needed. Encourage them to be big, strong winds and to blow the paint all over the paper.

CONSTRUCTION:

Materials: Straws (large, plastic straws cut in half are best), 3-4 colors of paint, small manila paper, smocks, 3-4 paint containers, 3-4 spoons.

Teacher Prep: Print children's names on large paper; add water to thin paint in containers.

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE:

RKF

Windy Painting Continued

INSTRUCTIONAL AREA:	ECEE:
Communication-EL	Learns to reproduce speech sounds Learns to participate in a conversation by talking, asking and answering questions

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a conversation about wind.

COGNITION - THINKING SKILLS

See Also:

Cognition - Perception

Bird Eggs Sequence Pattern
Caterpillar Color Pattern
Exit Sign
Hand Tulip Garden
Heart Pattern Matching
The Muppet Show Theme
Name in Heart
Negative Space Paper
Shaving Cream Print
Small, Medium, and Large Nests
Sound Dance

Communication - Receptive Language

Bendable and Stretchable
Exercise Time

Communication - Expressive Language

Drawing Day and Night
Flying Bird
Indian Jacket
Kites
Postman Brings a Valentine
Sheep
Thermometer

Motor - Fine

Ankylosaurus Seed/Bean Collage
Ants and Anthill
Autumn Tree (Snipping fall leaves)
Bee and Hive
Bicycle
Birdhouse
Christmas Chains
Christmas Tree
Circle Template Elephant
Coffee Ground's Bear
Cutting Autumn Leaves

Motor - Fine (continued)

Easter Egg Mobile
Eggs in the Nest
Flutophone Fun
Flying Bat
Furry Squirrel
George Washington's Hat
Heart Stack
Hiding Nuts in a Tree
Jack-O-Lantern
Ladybug
Leaf Rubbings
Leprechaun-Shamrock Man
Lacing A Gray Brontosaurus
A Mane for a Lion
Mittens
One Dollar Bill
Owl with Bottle Top Eyes
Painting on an Easter Egg
Printing on a Whale
Pot-of-Gold
Pumpkin Patch
Rainbow Trout
Rain, Rain
Rake Picture
Reindeer Sack Puppet
Rocket Mobile
Santa Mobile
Seed Packets
Shamrock Hats
Silo and Hay and Corn
Skeleton
Skunk
Snowman - Big/Little
Spider and Web
Spooky Spikers
Spots on Leopard and Giraffe
Stained Glass Window
Straw Painting
Stripes on Tiger and Zebra
Sun
Trace and Color Bear
Tracing Hearts
Traffic Light (Cut and Paste)
Traffic Light (Trace/Color)
Turtle
Volcano

Social/Emotional

- Cowboy and Hat and Boots
- Cutting Pills
- Lick and Stick Stamps
- Patrol Car
- Teddy Bear Jumping Jack
- Tissue Ghosts
- Valentine Mailboxes
- Valentine for Parents
- Witch Mobile

Creative Expression

- Autumn Tree Sponge Painting
- Hand Print Leaves

TITLE: Animals In The Barn

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Communication - RL	Learns to understand commands and questions	Farm Animals
Motor - Fine	Learns to use the eyes and hands together	
Communication - EL	Learns that anything that can be spoken can be written	

ACTIVITY SKILL:

Comprehends location words (inside-outside)

Draws recognizable figures

Draws a picture and tells about it

OBJECTIVE:

TLW draw and name farm animals.

TLW identify the positions: inside and outside

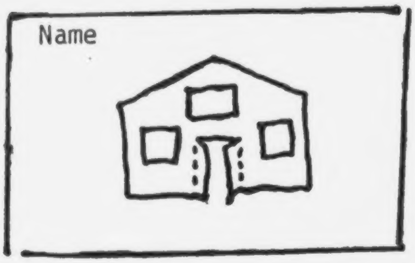
STUDENT DIRECTION: Talk about "barns" (what are they...a house for farm animals; who lives there...cows, horses, pigs, chickens, sheep, etc.; where are they...on farms). Pass out manila paper and barns. Instruct children to glue barns (name color) on paper, then draw farm animals inside and outside the barn and tell you the animals' names and the sounds they make (print name by each animal). They may open the doors and draw an animal in there too. Review concepts of inside and outside by asking them to tell you where (inside or outside) specific animals are that they have drawn.

CONSTRUCTION:

Materials: Large manila paper, red paper, glue and markers (or crayons).

Teacher Prep: Cut 1 "barn" for each child out of the red paper (use pattern) and print child's name on top left of large manila paper.

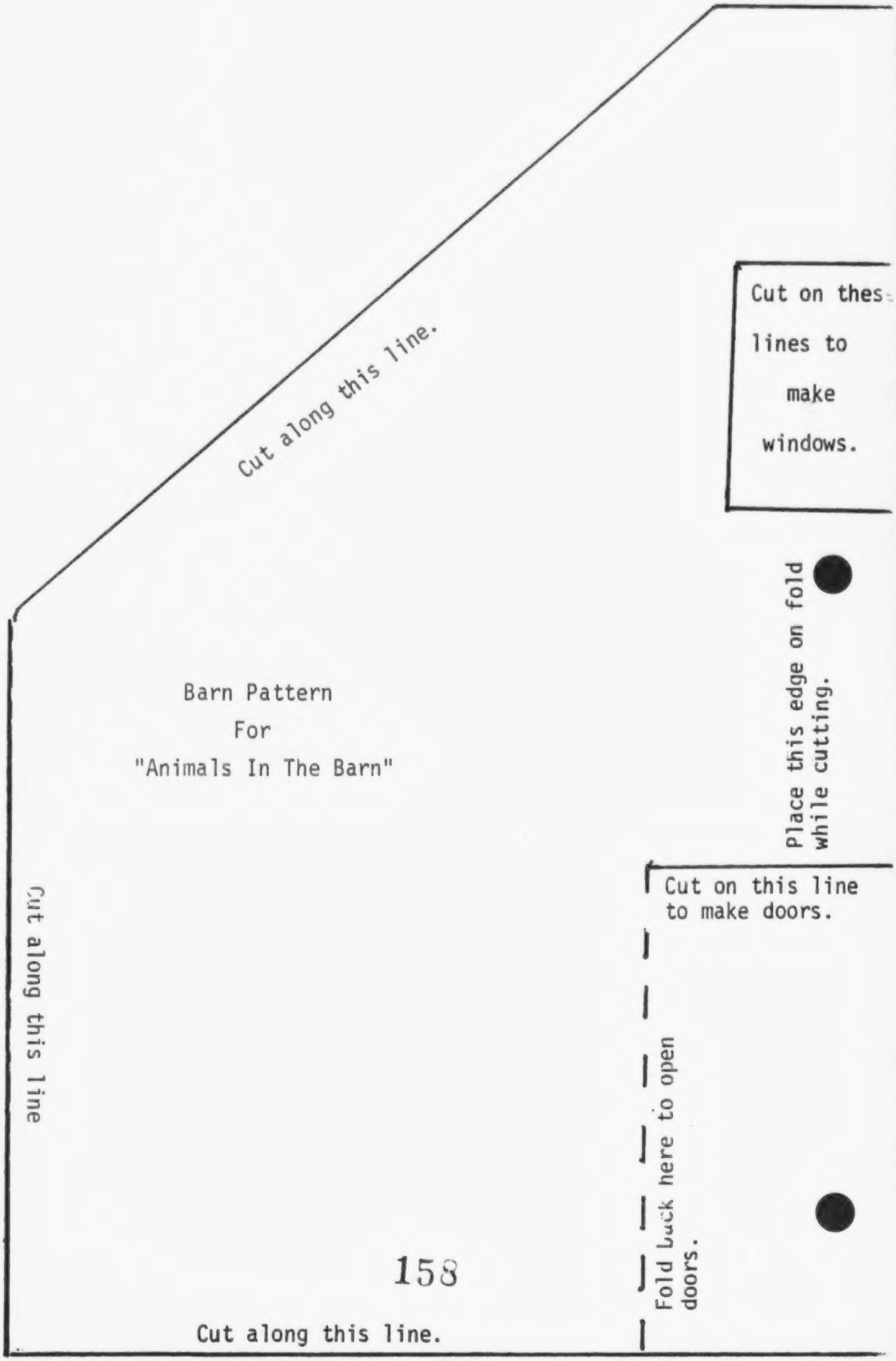
PICTURE IF APPLICABLE:



PATTERN: See page.

157

REFERENCE: RKF



Barn Pattern
For
"Animals In The Barn"

Cut along this line.

Cut on thes
lines to
make
windows.

Place this edge on fold while cutting.

Cut on this line to make doors.

Fold back here to open doors.

Cut along this line

Cut along this line.

TITLE: Bendable and Stretchable

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-RL/EL	Learns to understand commands and questions	N/A
Cognition-TS/P	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Comprehends location words: high/low	TLW name elbow and shoulders on self.
Touches and names own complex limb parts: elbow, shoulder	TLW demonstrate understanding of high/low by moving his arms according to directions.

STUDENT DIRECTION:

Space the children (standing) approximately 2' apart. Tell them they will be listening to music that will instruct them to use their arms. Ask them to show you their arms; count their arms; find what is at the end of their arms (hands); find where their arms come from (shoulders); find what is in the middle of each arm and bends (elbow). Explain that the music will say to put your arms up high (ask them to show you where that is) and to put them down low (ask where that is). Tell them to stand up straight; spread their feet apart and get ready to listen. Turn on the music to "Bendable and Stretchable" - participate with the children if you wish or assist those having difficulty. Afterwards, seat the children and ask follow-up questions about high and low

CONSTRUCTION:

Materials: "Get A Good START" (cassette or record); cassette player or record player.

Teacher Prep: Prepare the cassette (or record) to play "Bendable and Stretchable".

PICTURE IF APPLICABLE: N/A

PATTERN: N/A

REFERENCE: "Get A Good START: Aerobic Fitness Activities for Young Children" by Georgiana Stewart

Bendable and Stretchable Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Motor-Gross	Learns the names, descriptions and positions of objects Develops auditory perception Learns to maintain rhythms by moving the body	

ACTIVITY SKILL:

Uses word to describe position: high/low
Identifies position by pointing: high/low
Follows directions from a record
Participates in musical games

OBJECTIVE:

TLW name objects in the room and tell if they are high or low.

STUDENT DIRECTION:

such as, "can anyone tell me what we see that is high/low in our room?". (Encourage complete sentences like "the lights are high"; "the floor is low".)

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TITLE: Exercise Time

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-RL	Learns the meaning of object, action, descriptive and position words	N/A
Cognition-P/TS	Develops auditory perception	

ACTIVITY SKILL:	OBJECTIVE:
Stops action when told i.e., "stop"	TLW cease hopping on the word "STOP".
Performs on verbal cue alone	TLW hop, run, and sit on verbal cue.
Verbally gives immediate experiences	TLW recall his immediate actions of hopping, running, and sitting on request.

STUDENT DIRECTION:

Instruct children to stand and then do what you say. Repeat the following:

Hop. Hop. STOP.
Hop. Hop. STOP.
Run a little. Run a little.
Sit down PLOP!

The children should hop three times (STOP is really the third hop), hop three times again, run in place, and then sit down.
(After a few times, the children will be able to say the words while doing the actions.) Ask different children to tell you what they did; they should

CONSTRUCTION:

Materials: N/A

Teacher Prep: N/A

PICTURE IF APPLICABLE: N/A

PATTERN: N/A

REFERENCE: Action Verse For Early Childhood: Fingerplays And Body Movement

Exercise Time Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns about time

STUDENT DIRECTION:

learn to say, "I hopped. I ran. I sat down."

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TITLE: Indian Tom-Toms

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Communication-RL	Learns to understand commands and questions	Thanksgiving
Motor-Fine	Learns to use specific hand movements with ease	
Cognition-P	Develops tactile perception	

ACTIVITY SKILL:	OBJECTIVE:
Follows three simple directions	TLW follow three simple directions to make a Tom-Tom beater.
Shows hand preference	TLW show hand preference as he chooses a brush for painting.
Touches new things in the environment	TLW touch and explore tree twigs.

STUDENT DIRECTION:

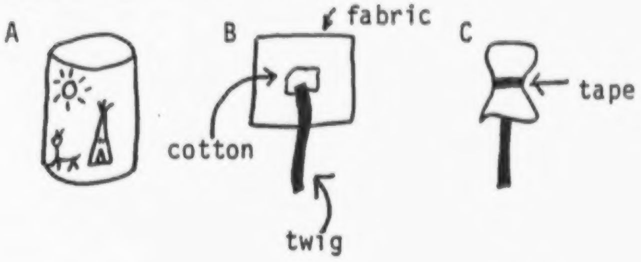
Part I - Talk about drums - they are musical instruments, etc. The Indians have a special name for their drums: Tom-Toms. When an Indian makes his drum, he usually puts interesting designs on the sides, look at pictures of Indian designs. Pass out brown paper, ask what color, instruct them to be like the Indians and paint designs on the paper which will later be put on the outside of their drums. Part II - (this may be done during the same lesson time as the painting or at any other time) - Ask the children how the sound of drums or Tom-Toms is made. (you beat on them with special sticks). Tell them that the Indians used sticks or twigs just like they've found to make the beaters for their Tom-Toms. Give each child his twigs and instruct him to take one cotton ball and one piece of fabric for each twig. Demonstrate, as

CONSTRUCTION:

Materials: Cylinders (i.e., oatmeal box, salt box, coffee can, etc.); brown paper; tape; paint; brushes; smocks; pictures of Indian designs; short twigs (2 per child, collected anytime prior to the lesson); cotton balls; scrap fabric (T-shirt type works best).

Teacher Prep: Before lesson - Cut one piece of brown paper per child (size should fit around the cylinder to be used for Tom-Toms); print name on back; cut two 5" square pieces of fabric for each child. After lesson - Wrap painted brown paper around cylinder and tape it on securely; put child's name on drum.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

Indian Tom-Toms Continued

STUDENT DIRECTION:

you tell them, how to lay the fabric flat, put one cotton ball in the center, put the tip of a twig on the cotton ball (see picture B), then gather all the fabric around the cotton and twig and hold it there for you to tape (see picture C for placement of tape). Repeat with other twig. After Tom-Toms and beaters are all finished, let the children use them to accompany some Indian-sounding music and have a "pow-wow."

TITLE: Pine Cone Turkeys

INSTRUCTIONAL AREA:
Communication-RL/EL
Cognition-P
Motor-Fine

ECEE:
Learns the meaning of object action, descriptive and position words

UNIT: (See Section I)
Thanksgiving Birds

ACTIVITY SKILL:
Touches an object with a specific texture
Uses descriptive words when presented with objects

OBJECTIVE:
TLW touch rough and smooth objects.
TLW describe objects as rough or smooth.

STUDENT DIRECTION: Give each child a pine cone; instruct them to look at it and touch it. Ask if it is rough or smooth (rough); have them touch and name other rough and smooth objects in the room and tell how they feel. Continue discussing the pine cone by asking them about its size (small, not big), weight (light, not heavy), and what color it is (brown). Tell them they will use their pine cones to make turkeys, ask what turkeys have all over them (feathers - they are birds), ask what they say (gobble, gobble). Pass out colored paper (have them name the colors) and instruct them to make "feathers" by cutting on the lines. Then instruct them to take 2 pinches of clay for feet (you may have to help them), stick "turkey" on 3" X 5" cards that have been prepared as a base (see picture B). Instruct them to put glue on one end of each "feather" and stick it in the "turkey". Have them say, "I'm sticking in a

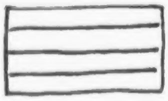
CONSTRUCTION:

Materials: Pine cones; colored paper; glue; scissors; clay; 3" X 5" cards; pencil

Teacher Prep: For each child, prepare 2" X 3" pieces of the following colors ready for them to cut into strips ("feathers"): red, yellow, orange, blue, green — draw lines on them with marker (see picture A); Glue two 3" X 5" cards together (back to back) for each child to use as a base—print name on base.

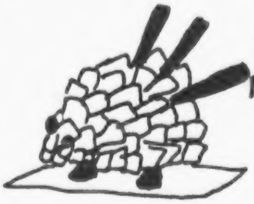
PICTURE IF APPLICABLE:

A



3"

B



add "feathers"

PATTERN:
N/A

REFERENCE: RKF

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Pine Cone Turkeys Continued

INSTRUCTIONAL AREA: ECEE: UNIT: (See Section I)

Learns the names, descriptions and positions of objects
Develops tactile perception
Learns to use the eyes and hands together

ACTIVITY SKILL:	OBJECTIVE:
Touches new things in the environment	TLW touch a pine cone.
Cuts along straight line	TLW cut following a straight line.

STUDENT DIRECTION:

red (or whatever color) feather", as they glue on each feather. Eyes may be added, if desired, using 2 small pieces of blue or white paper, and gluing them down low at the front.

COMMUNICATION - RECEPTIVE LANGUAGE

See Also:

Cognition - Perception

Candy Canes
The Muppet Show Theme
Sound Dance
Spaghetti Design
Stop and Go/Fast and Slow

Cognition - Thinking Skills

Angel
Indian Sand Painting
Just Like Yours
Paper Clocks
Pass the Bean Bag
Popcorn Numerals

Communication - Expressive Language

Cages for Zoo Animals
Painting Bars on Cages at the Zoo

Motor - Gross

It's Just Fun

Motor - Fine

Cutting Autumn Leaves
Easter Egg Mobile
Eggs in the Nest
George Washington's Hat
Hiding Nuts in a Tree
Furry Squirrel
Lacing Stockings
Lacing Valentines
Leaf Rubbings
Moon
Puffed Up Easter Lily
Skunk
Sun

Motor - Fine (continued)

Teeth for an Alligator
Trace and Color Bear
Wreath

Creative Expression

Hand Print Leaves

Social/Emotional

Teeth
Toothbrush

[redacted]

Visual Arts

TITLE: Cages for Zoo Animals

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL/RL	Learns the position of objects	Zoo Animals
Cognition-P	Learns to understand commands	
Motor-Fine	Develops visual perception	

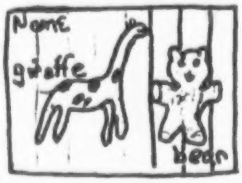
ACTIVITY SKILL:	OBJECTIVE:
Use the words "top" & "bottom" to describe position, follows simple directions with paper and crayon Draws an animal	TLW use the words "top" and "bottom" to describe position.

STUDENT DIRECTION: Talk about zoo animals, (point to pictures and have child name them), talk about where the animals stay (cages) and why (because they are "dangerous"--they will bite people or bother them) (also some of the animals could not get food for themselves, so they would get hungry and die.). Using the zoo animal pictures, hold them up one at a time for the child to name. Pass out paper and markers, or crayons, and instruct the child to draw 1 or 2 of the zoo animals (write names besides the picture); ask the child what he needs for his animals so they won't run away--(a cage!). Finally, show them the template/ruler and let them move their index finger down the edge; ask if it is straight or crooked--(straight); ask if the bars on the cage are crooked or straight--(straight). Tell them they will be using the template/ruler to help them make straight lines. Demonstrate how to use the edge of the template and draw a line from the top to the bottom with black crayon. Have child say, "top, bottom" as he draws each line.

CONSTRUCTION:

Materials: Small manila paper, markers, or crayons, black crayons, straight-edge templates/ or ruler, and display pictures of zoo animals

Teacher Prep: Print child's name on top left of paper.

PICTURE IF APPLICABLE:	PATTERN:
	N/A

REFERENCE: RKF

Cages for Zoo Animals Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to use the eyes and hands together

ACTIVITY SKILL: OBJECTIVE:

TLW follow directions to make straight lines using a ruler and a crayon.

TLW draw a recognizable animal.

TITLE: Cocoon

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Communication-EL	Learns to participate in a conversation	Insects
Cognition-TS	Learns the concept of quantity	
	Learns that the environment can be observed	

ACTIVITY SKILL:	OBJECTIVE:
Uses "-ing" verb form	TLW say, "I am wrapping."
Recognizes how many	TLW recognize that he has three pieces of yarn.
Identifies colors by name	TLW name three colors.

STUDENT DIRECTION: Talk about butterflies (first they lay eggs on a leaf, eggs hatch, caterpillar comes out, caterpillar eats a lot and then spins his cocoon); show pictures - tell them their caterpillar needs to spin his cocoon on a twig; give each child three pieces of yarn (different colors; help them get started by tying a piece of yarn (the end) on their twig, then instruct them to wrap the yarn around the twig (see picture A), and glue down the other end; repeat with the other 2 pieces of yarn.

*Encourage the children to say, "I am wrapping yarn around my twig," as they work. Hang the cocoons from a window, etc., when finished.

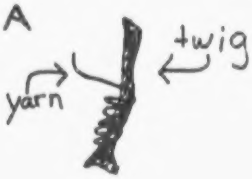
CONSTRUCTION:

Materials: Three colors of yarn; popsicle sticks or twigs; glue

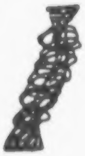
Teacher Prep: Each child finds a twig outside during recess, etc., (unless popsicle sticks will be used); cut 3 different colored pieces of yarn for each child (approximately 12")

PICTURE IF APPLICABLE:

A



B



PATTERN:

N/A

REFERENCE: RKF

TITLE: Drawing Day and Night

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL	Learns that anything that can be spoken, can be written	Calendar
Cognition-TS/P	Learns the names, descriptions, and positions of objects	

ACTIVITY SKILL:	OBJECTIVE:
Draws a picture and tells about it	TLW draw a day and a night picture and te about them.
Asks meaning of words	TLW ask about the words "day" and "night".
Tells opposites.	TLW say that day and night are opposite.

STUDENT DIRECTION:

Talk about the parts of the day (day and night) and what we do during each; help them realize that day and night are very different - that they are opposites (encourage them to say, "opposite"); also talk about what we see in the sky. Pass out papers and markers; read the words together at the bottom, then instruct them to draw a "day" picture and a "night" picture (papers may be folded so only one word is visible at a time and so the child can finish one picture before beginning the other and thus avoid confusion). When they finish, let them take turns "reading" the words at the bottom and telling about their picture.

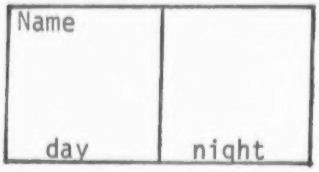
CONSTRUCTION:

Materials: Large manila paper, markers or crayons.

Teacher Prep: Prepare one manila paper per child by drawing a line down center and printing "day" and "night" at bottom - print child's name on paper (see A).

PICTURE IF APPLICABLE:

A



PATTERN:

N/A

REFERENCE:

RKF

Drawing Day and Night Continued

INSTRUCTIONAL AREA: ECEE:

Learns about time
Develops visual perception

ACTIVITY SKILL:	OBJECTIVE:
Knows difference between night and day Colors a picture/develops visual representations	TLW tell 2 differences between day and night.

TITLE: Egg Carton (or Toilet Paper Rolls) Bunnies

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL Social Emotional	Learns the names, descriptions, & positions of objects Learns about body parts & what they do Learns about the family	Easter

ACTIVITY SKILL:	OBJECTIVE:
Tells function of body parts Touches, names & tells function of body parts on self Identifies family members	TLW name & identify the function of eyes, nose, mouth and ears. TLW identify father, mother, sister & brother as family members.

STUDENT DIRECTION:

Talk about Easter (what happens--Easter bunny comes, hides eggs, we find them). Tell them that they will make a family of Easter bunnies, first suggest everyone make the daddy bunny--let them choose one egg cup (or t.p. roll), pass out markers and ask what they could draw for the bunny to see with (eyes--ask them to show you theirs); to smell with (nose--point to their own); to eat with (mouth--point to their own). Then pass out pink paper (name color), and scissors; ask them what they could cut out for the bunny to hear with (ears)--how many does he need? (two--point to their own and count). Let them cut out ears any way they wish, and glue them on. Finally, ask what the bunny has in back (a cottontail); let them pull off a small piece of cotton and glue on. Ask what else a bunny can be called (a rabbit). Repeat activity.

CONSTRUCTION:

Materials: T.P. rolls (or egg cartons), black markers, pink paper, scissors, glue, cotton.

Teacher Prep: Cut egg cartons into individual parts (or cut toilet paper rolls in half); cut one 3 X 5 piece of pink paper for each child.

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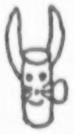
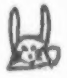


toilet paper roll

or



egg carton cup

PATTERN:

N/A

REFERENCE: RKF

Egg Carton (Or Toilet Paper Rolls) Bunnies Continued

STUDENT DIRECTION:

letting child independently make as many rabbits for his "family" as time allows. Print the family member's name outside: daddy, baby, etc. - as he names them for you. (Put child's initials inside each of his rabbits).

TITLE: A Flea On A Dog, Where Is It?

INSTRUCTIONAL AREA:
Communication-EL
Cognition-P

ECEE:
Learns the names, descriptions and positions of objects
Develops auditory perception
Develops visual perception

UNIT: (See Section I)
Halloween, Thanksgiving, Christmas, Easter, Birds (SEE VARIATIONS)

ACTIVITY SKILL:
Uses word to describe position
Describes location
Expresses thoughts successfully by using complete sentences

OBJECTIVE:
TLW use a position word to tell where he made an X.
TLW use a complete sentence to describe the location of his X.

STUDENT DIRECTION:

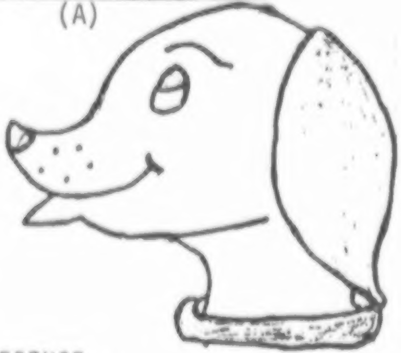
Seat the children so that they can all see the paper. Then have the puppet (or teacher, if you're not using a puppet) draw a funny dog's head (see "A" below) on the paper. Ask riddles, while drawing, to encourage the children to guess what the picture is going to be (i.e., "I am a pet." "I have fur on my body." "I wag my tail when I'm happy." "I like to eat bones." "Sometimes I chase cats." "I say, 'bow-wow'." "Who am I?") When you are finished drawing and the children have guessed it's a dog, tell them that this dog has been scratching all day! Ask if anyone knows what makes a dog scratch? fleas. Explain that this dog has one flea and that he needs them to help him find it so he can quit scratching. (If your group of children can handle it, you may

CONSTRUCTION:

Materials: A pencil for the teacher, markers or crayons in a different color for each participating child, a large piece of paper at least 18" X 24" (any light color), one straight pin, an easel or chalkboard or other flat surface to attach the paper, tape or clips to hold the paper in place, puppet (optional).

Teacher Prep: Attach the paper to an easel (or chalkboard, etc.) and have the markers or crayons ready for the children.

PICTURE IF APPLICABLE:
(A)



PATTERN:
N/A

REFERENCE:
The Good Apple Puppet Book

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A Flea On A Dog, Where Is It? Continued

ACTIVITY SKILL:

Demonstrates a recognition of a familiar object after receiving a description

OBJECTIVE:

TLW say "dog" after hearing several statements describing a dog.

STUDENT DIRECTION:

also tell them that whoever comes closest to finding the flea gets to keep the dog's picture). Instruct the children to close their eyes while you check on the flea. (While their eyes are closed, lift up the paper and make an X with the pencil on the back where the flea is hiding). Have the children open their eyes as you pass out a different colored marker or crayon to each (ask them to name the color they receive). Then let them take turns making an X on the dog where they think the flea is hiding (you may need to demonstrate how to make an X, or if that is too complicated for your group, they may just make a small colored circle). As they make their X, encourage them to tell where they're putting it (i.e., "I think the flea is on his nose." "I think the flea is under his eye." etc.)

When everyone has had a turn, review with the children where all the X's are - have them repeat after you while you point and say (for example), "Mary thinks the flea is on his chin." "Bill thinks the flea is beside his ear.", etc. Finally, push the straight pin through your penciled X mark on the back and locate which child's X is closest to the "flea". If you wish, you may also locate whose is farthest.

A follow-up activity could include allowing each child to draw a picture of a dog on his own to take home.

VARIATIONS: This activity can be easily adapted to whatever topic or unit you're teaching by simply changing the picture you draw.

For example:

Halloween - draw a haunted house and hunt for the ghost.
Thanksgiving - draw a teepee and hunt for the hiding Indian.
Christmas - draw a tree and hunt for the hiding present.
Easter - draw an egg and hunt for the hiding chick.
Birds - draw a tree and hunt for the hiding bird.
Home - draw an apartment with a lot of windows and find "Where Johnny Lives".

TITLE: Flying Bird

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL	Learns to participate in a converstion	Birds
Cognition-TS	Learns the names, descriptions and positions of objects Learns the concept of quantity Learns that the environment can be observed	

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participates in a discussion about birds.
Uses words to describe position	TLW use the words up and down to describe position

STUDENT DIRECTION:

Talk about birds, show pictures (birds fly up in the sky, build nests, eat worms; babies hatch from eggs) - ask what covers birds (is it skin, or fur, or feathers?) - ask what they use to fly with (wings) - pass out (or let them pick and name what color they want) the birds: instruct them to use the markers and put feathers, eyes, beak on bird. Then let them choose and count 4 "real" feathers (ask if the feathers are heavy or light?) then assist them in stapling them onto the wings. Assist children in attaching bird to toilet paper tube by punching a hole at each end (see A below) and then attaching yarn through the holes. Encourage them to "fly" their birds by raising and lowering their yarn and saying up and down.

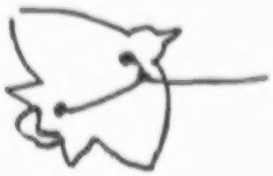
CONSTRUCTION:

Materials: Yarn, markers, colored paper, toilet paper tubes, hole-punch, bird pattern, feathers, stapler.

Teacher Prep: Cut 12" piece of yarn for each child; print child's initials inside toilet paper tube; use bird pattern to cut 1 per child out of colored paper.

PICTURE IF APPLICABLE:

A.



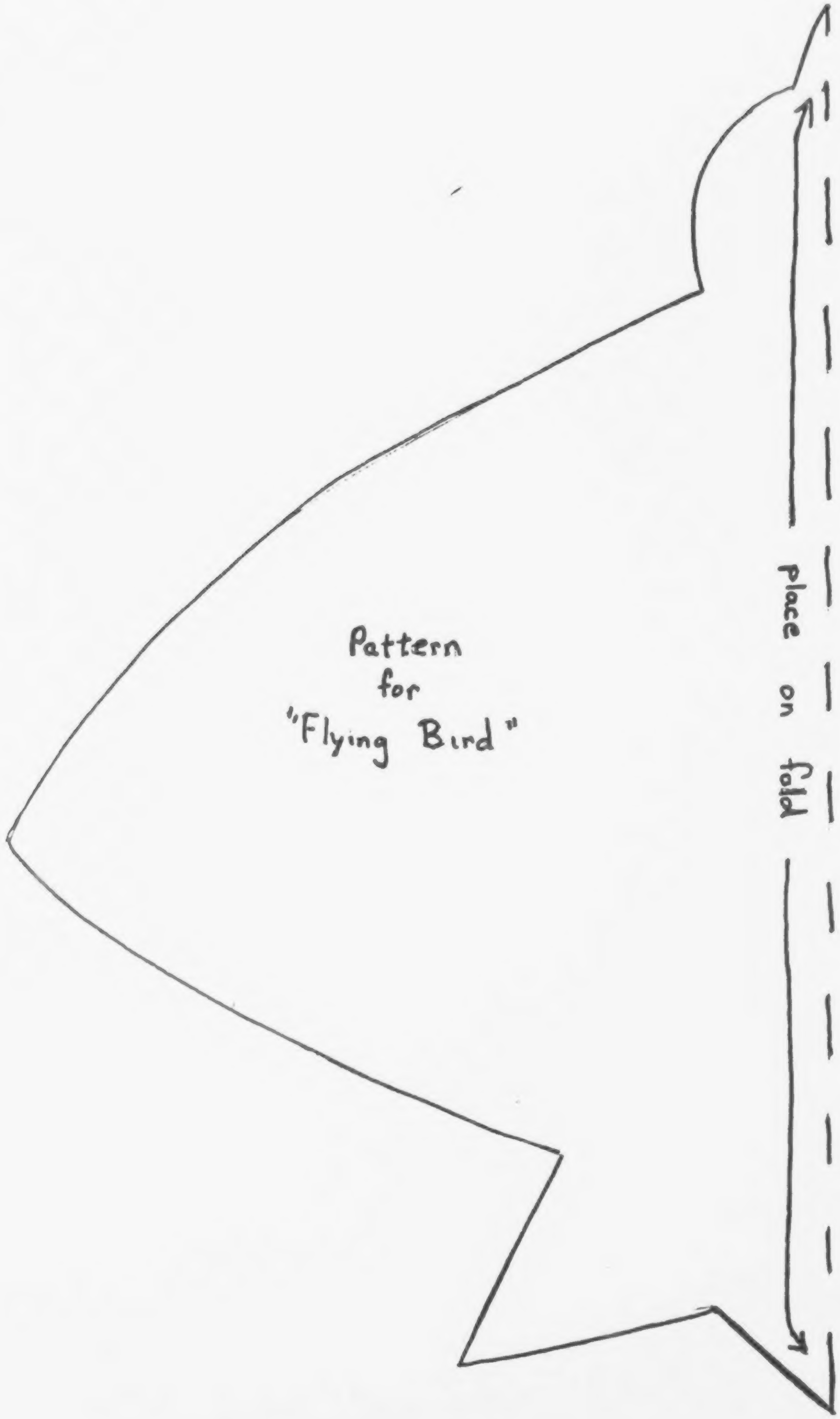
PATTERN:

See page.

REFERENCE: RFK also, see "Feathers"

Flying Bird Continued

ACTIVITY SKILL:	OBJECTIVE:
Recognizes how many	TLW count 4 feathers and tell how many.
Identifies colors by name	TLW name colors.
Recognizes heavy/light	TLW tell if feathers are heavy or light.


Pattern
for
"Flying Bird"
place on fold

TITLE: Indian Jacket

INSTRUCTIONAL AREA:
Communication-EL
Cognition-TS
Social/Emotional

ECEE:
Learns that anything that can be spoken can be written
Learns that objects can be combined and separated to form new groups
Learns to work independently

UNIT: (see Section I)
Thanksgiving

ACTIVITY SKILL:
Draws a picture and tells about it
Classifies objects
Completes project

OBJECTIVE:
TLW draw/paint pictures on his Indian jacket and tell about it.
TLW classify a jacket as clothing.
TLW complete his jacket by painting or coloring all areas.

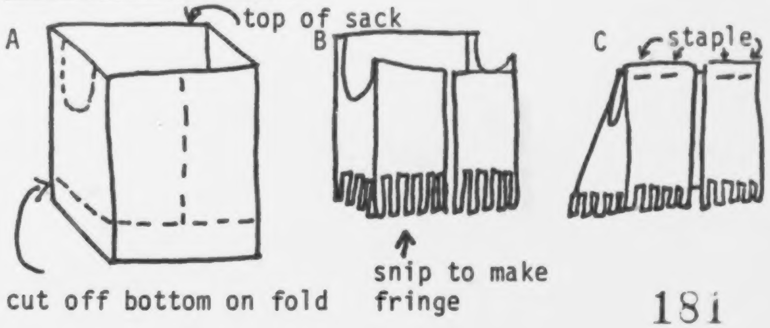
STUDENT DIRECTION: Tell the children that Indians wore jackets with bright designs on them. Show pictures of designs and discuss them. Pass out sacks, tell them these will be their jackets. Ask what jackets are (animals, food, clothing); have them name other articles of clothing. Instruct them to paint Indian designs on their jackets (spread sack out completely for painting). After the paint has dried on all the sacks, spray them with hairspray to prevent the paint from rubbing off, and assemble as directed in "teacher prep" below. * Note: markers may be used in place of paint if desired.

CONSTRUCTION:

Materials: Large brown grocery sacks; tempera paint or markers; smocks; brushes; scissors; pictures of Indian designs; aerosol hairspray; stapler

Teacher Prep: Cut each sack as shown in picture A (follow dotted lines, approximately), so that it will open completely and lie flat for painting; print names on back. After the painting is complete and the sacks have been sprayed with hairspray, snip the fringe (see picture B) and staple at the top on the "shoulders."

PICTURE IF APPLICABLE:



PATTERN:

N/A

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REFERENCE: RKF

TITLE: Kites

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL Cognition-TS/P	Learns to participate in a conversation by talking, asking, and answering questions	Weather

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion about kites.
Identifies long/short	TLW identify long/short fabric pieces by name.
Finds differences	TLW find the one out of four that is different based on size.

STUDENT DIRECTION:

Talk about kites (write word on board first and see if anyone can sound it out): ask what we do with them and where they go (up/down, high/low); ask when we fly them - day or night; ask what makes a kite go - the wind.

- Tell them they will each make a kite to fly; pass out plates and markers; instruct them to decorate the front and back.
- Then let them stick reinforcements over the front and back of the holes and thread string through the holes (you will need to tie the knot-it should be as close to the plate as possible with one string as short as possible, and the other string as long as possible).

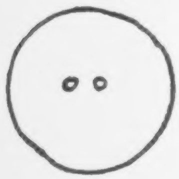
CONSTRUCTION:

Materials: Paper plate, hole punch, fabric, string, markers, reinforcements, stapler.

Teacher Prep: Punch 2 holes (2" apart) just above the center of each plate (see A); cut 3-4 feet of string per child; cut 4 pieces of fabric per child (one piece approx. 12" x 1", three pieces about 1" x 6" each); print child's name on back of plate.

PICTURE IF APPLICABLE:

A



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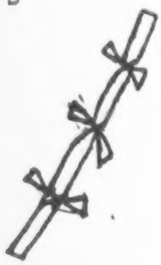

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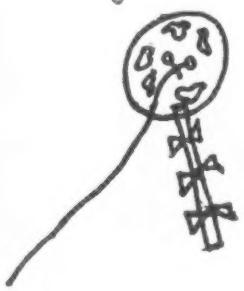

PATTERN:

N/A

REFERENCE:

RKF

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Kites Continued

INSTRUCTIONAL AREA: ECEE:

Learns about people, places, space and events.
Learns that objects can be combined to create new groups.
Learns the concept of quantity.
Develops visual perception.

ACTIVITY SKILL:	OBJECTIVE:
Says numbers in correct sequence	TLW count to 4 correctly.
Ties a knot	TLW tie a simple knot.

STUDENT DIRECTION:

- Finally, give each child a long piece of fabric and 3 short pieces (have them count how many pieces they have; next, ask them to find the one that is different; then ask them to tell you the sizes of the fabric - long, short, short, short). Tell them their kite will fly better with a tail; demonstrate how to tie on the pieces to make the tail (see B).
- Last, staple the tail securely to the kite. Let them "fly" their kite outside.

Visual Arts

TITLE: Making Music Notes

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL	Learns the names, descriptions, and positions of objects	Making Music
Motor-Fine	Learns to reproduce speech sounds	

ACTIVITY SKILL:	OBJECTIVE:
Use word to describe position	TLW describe the position of a note as high or low.
Identifies high/low pitch	TLW cut circles from paper following a line.

STUDENT DIRECTION:

Talk about music - ask what it is (sounds); how is it different from noise (music is pretty); what body part do we use when we listen to music? (our ears); what are some things that make music? (piano, drum, bells, triangle, tamborine, cymbals, palm bells, rhythm sticks, records, people singing, etc.). If we want to write music down on paper, what do we use - A, B, C letters? (no-we use notes). *If you have a sample of a song with the notes, show it at this time.

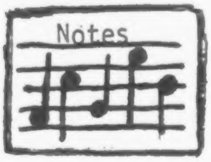
CONSTRUCTION:

Materials: Small manila paper, rulers (or straight edges), black crayons, scissors, glue, black paper, chalk, pencils.

Teacher Prep: On black paper use chalk to outline 5 circles per child (approx. 1½" diam.).

*Note: It is easier for the children to cut if each of their circles is outlined on individual pieces of paper.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE:

RKF

Making Music Notes Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Cognition-P	Learns to use the eyes and hands together Develops kinesthetic perception	

ACTIVITY SKILL:	OBJECTIVE:
Cuts circles from paper	TLW use a ruler to draw horizontal lines.
Draws vertical and horizontal lines	TLW draw vertical lines.

STUDENT DIRECTION:

Tell them they will be making their own notes - pass out manila paper. Explain that just like paper that we use to write words on, music paper has lines, too! However, on music paper you use five lines all at the same time; that way, if you see a note up on the top line, you know it is saying a high sound and a note at the bottom is a low sound (move your hand up high whenever you use the word high - and down low on the word low). Tell them they will be making their middle line first - demonstrate by placing paper in horizontal position and putting ruler in middle, use a pencil to draw the line. (*Note: Line does not have to start or end exactly on the edges of the paper.) Let children each make their middle line. Next, demonstrate how to make the top line by placing ruler an inch or so from top. Let them make their top line. Then, demonstrate how to make bottom line by placing ruler an inch or so from bottom. Let them make their bottom line. Finally, demonstrate how to make the last two lines by placing ruler between the top and middle lines and then between the middle and bottom lines. After they have completed drawing their line, have them count them; did they make five? Have them trace their lines with their black crayon.

Now pass out black paper with the five outlined circles for each child. Ask them to name the color, name the shapes and then count the circles. Instruct them to cut out their circles. After all the circles are cut out, tell them they will need to decide what kind of sound each of their notes will make. If they want a high sound, their note will need to be on or between high lines. If they want a low sound, their note will need to be on or between low lines. Let them put their notes on their paper; then before they glue them down, have them tell what sound each note makes (high/low) and how they know it makes that sound (because it is high/low on the lines). Finally, instruct them to glue on their notes. After the notes are on, tell them that notes like they have made need a "stick" to help keep them from falling off the music. Have them find their low notes first.

Using a black crayon, instruct them to draw a line (properly placed, the line would be on the note's right side, but this is not extremely important at this time) from the note going straight up. Then, have them find their high notes and draw a line straight down (this line would be on the note's left - if correct).

When everyone is finished, ask what they have made - notes, music notes that stand for high and low sounds. Print the word "notes" at the top of their paper.

Visual Arts

TITLE: Me and My Microphone

INSTRUCTIONAL AREA:
Communication-EL
Motor-Fine

ECEE:
Learns to reproduce speech sounds
Learns to participate in a conversation by talking, asking and answering questions

UNIT: (See Section I)
Making Music

ACTIVITY SKILL:
Tells whether sound is loud or quiet
Controls voice volume

OBJECTIVE:
TLW tell whether a sound is loud or quiet.
TLW make his voice loud and quiet as instructed.

STUDENT DIRECTION:

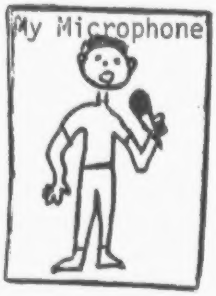
Tell about sounds with the children - ask them to name different sounds they know (example: car sounds, animal sounds, machine sounds, etc.). Ask them what kinds of sounds people make? (talking, singing, laughing, crying, yelling, whispering, etc.). Tell them that sounds can be loud or quiet.
Tell them there is a special thing that people use when they want their voice to be loud enough so that a lot of people can hear them when they talk or sing. Ask if anyone knows what it is called (microphone). Tell them that we are going to pretend (play-like) we have a microphone and see how that changes our voice. First our voice will sound quiet because the microphone will be down; then when we pick up the microphone our voice will be loud (demonstrate

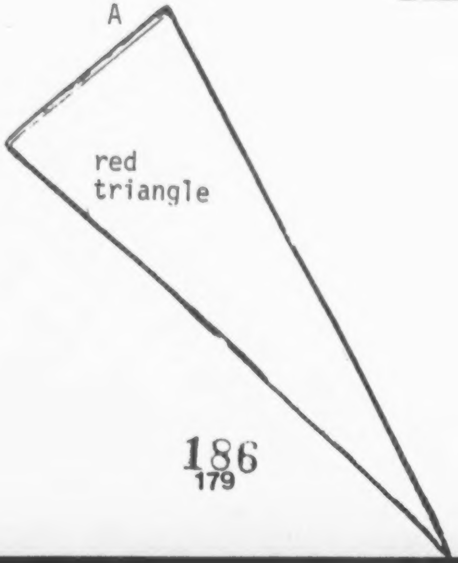
CONSTRUCTION:

Materials: Large manila paper; red and black paper; scissors; glue; crayons; picture of a microphone (optional).

Teacher Prep: Trace one black circle (see pattern B below) and one red triangle (see pattern A below) for each child. Print the words "My Microphone" at the top of each paper (see picture below).

PICTURE IF APPLICABLE:





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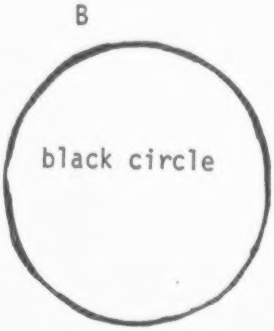


REFERENCE:
RKF

EC/ESC/10/84

Me and My Microphone Continued

INSTRUCTIONAL AREA:	ECEE:
	Learns to use the eyes and hands together

ACTIVITY SKILL:	OBJECTIVE:
Cuts circles and triangles	TLW cut out a circle and triangle following the lines.
Draws a recognizable person	TLW draw a recognizable person.

STUDENT DIRECTION:

by saying your name both ways - be sure to use a complete sentence, "my name is ___________").
Let them take turns pretending to use the microphone and changing their voice from quiet to loud (encourage them to say their full name in a sentence.)
After everyone has had a turn, tell them they will be making a picture of themselves using a microphone. Pass out the red and black paper (have them name colors and shapes); tell them this will be their microphone; instruct them to cut on the lines.
Next, tell them to draw a picture of themselves with one hand up close to their mouth so they can use their microphone. Before they draw let them look at you and each other with their hand up by their mouth so they know what it looks like. Mention that the arm is bent at the elbow (have them touch it and look in a mirror if they want). As they draw, remind them of where their hand should be.
Finally, let them glue on the microphone parts.

Visual Arts

TITLE: Painting Bars On Cages At The Zoo

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL/RL Cognition-P	Learns the position of objects Learns to understand commands Develops visual perception	Zoo Animals

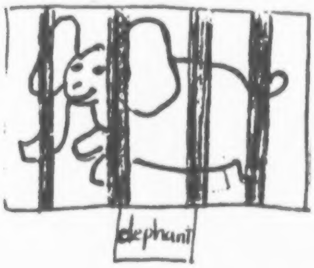
ACTIVITY SKILL:	OBJECTIVE:
Uses the words "top & bottom" to describe position, follows simple directions with paper & paint.	TLW use the words "top" and "bottom" to describe position.

STUDENT DIRECTION: Talk about the zoo (what is it?--a place where we can go see some special animals; do the animals just walk around?--no, they are in cages, why?--because they would run away and get lost or hurt, and also some of them would bite people. Using your zoo animal pictures, hold them up one at a time for the child to name. Tell them that they may choose any zoo animal they want and draw a big picture of him; then, they will get to paint on his cage. After they use their crayons, print the name of the animal on a 4" x 5" card. Tell them they will paint 4 bars on the cage (too many and the animal could not see out). Hang 4" x 6" card under picture when dry. Demonstrate how the should start at the top of their picture & paint a straight line down to the bottom. Have each child use his index finger to find the top & practice going straight down to the bottom (encourage them to say "top, bottom" as they move their finger). Repeat several times. Then, remind them that 4 bars will be plenty, allow them to use the brush & paint.

CONSTRUCTION:

Materials: Black paint, smocks, brushes, crayons, large manila paper, 4" x 6" cards, 3-4 paint containers and zoo animals pictures.

Teacher Prep: Print names on back of papers, locate some zoo animal pictures for display. Prepare paint in containers.

PICTURE IF APPLICABLE:	PATTERN:
	N/A

REFERENCE: RKF

Painting Bars On Cages At The Zoo Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Motor-Fine	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Draws an animal	TLW follow directions to paint straight lines. TLW draw a recognizable elephant.

Music

TITLE: The Postman Brings A Valentine

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL	Learns that anything that can be spoken can be written	Valentine's Day
Social/Emotional	Learns about the community	

ACTIVITY SKILL:	OBJECTIVE:
Identifies friends' names	TLW read the name of a classmate on an envelope.
Identifies a community helper (postman)	TLW answer "postman" in response to a question on who delivers letters and packages.
Plays simple "pretend" games with props	TLW pretend to be a postman and deliver a lette

STUDENT DIRECTION:

Have the children seated in a semi-circle (on the floor or in chairs). Ask the children which community helper delivers letters and packages? (the postman). Hold up your "mail bag" and tell the children that there is a letter for everyone inside the bag, and that each of them will get to be the postman and deliver one of the letters to a friend. Ask how the postman knows who to take the letter to? (he has to read the name on the envelope). Tell them that while they are delivering the mail, we will be singing a song because this mail is special - it's for Valentine's Day! Teach them the following song (sung to the tune of "Mulberry Bush"): The postman brings a Valentine, a Valentine, a Valentine.
The postman brings a Valentine, it says that I love you!

CONSTRUCTION:

Materials: One Valentine card and envelope for each child and adult that will be participating; one "mail bag" (a large shoulder bag type purse works well, or even a shopping bag or grocery sack); one postman's hat (optional); pen or marker; balloons and/or lollipops for each child (optional).

Teacher Prep: Put a Valentine card in each envelope, seal it, and print the name of each child and adult who will be participating on one envelope; you may wish to include a balloon or lollipop inside the envelope with the Valentine.

PICTURE IF APPLICABLE:
N/A

PATTERN:
N/A

REFERENCE: Piggyback Songs

The Postman Brings A Valentine Continued

INSTRUCTIONAL AREA:	ECEE:
Cognitive-TS	Learns to use the imagination Learns the concept of quantity

ACTIVITY SKILL:	OBJECTIVE:
Responds to get "just one"	TLW take "just one" letter out of the mailbag as instructed.

STUDENT DIRECTION:

After you and the children have sung the song a couple of times, choose one child to be the postman and carry the mailbag (have him tell you which community helper he is going to be - postman). Instruct him to reach into the bag and take out just one envelope, walk around all the children while everyone is singing, then give the Valentine to the child whose name is on the envelope. Repeat the procedure with each child (Note: it's fun to include the teacher's and aide's name).
When all the letters are delivered, the children may open their envelopes.

TITLE: Shout and Whisper

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL Cognition-P	Learns to reproduce speech sounds Learns to participate in a conversation by talking, asking and answering questions Develops auditory perception	N/A

ACTIVITY SKILL:	OBJECTIVE:
Tells whether sound is loud or quiet Controls voice volume Follows directions from a record	TLW tell what a shout and whisper sound like. TLW make his voice loud and quiet following directions from a record.

STUDENT DIRECTION:

Tell the children that they will be using their voice to shout and whisper special parts of a song. Ask what a shout sounds like - is it loud or quiet? (loud). Ask what a whisper sounds like? (it is quiet.) Explain that the song will tell them to shout "1-2-3"; demonstrate, then instruct them to try it. Next, tell them to whisper "1-2-3". Tell them they will also get to shout and whisper "I love you!". (Have them practice.) Finally, tell them they will be instructed to shout and whisper their name. Let each child do it once (shout and whisper his/her name), then do it as a group. Play the recording and encourage the children to participate. Afterwards, review what a shout and whisper sound like. Ask them to name places where they can shout (outside) and where they should whisper (library, classroom, etc.).

CONSTRUCTION:

Materials: Cassette or record "Tickly Toddle"; cassette or record player.

Teacher Prep: Locate "Shout and Whisper" song on tape/record.

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE: Tickly Toddle by Hap Palmer

TITLE: Sheep

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Communication - EL	Learns the names and descriptions of objects	Farm Animals
Cognition - TS	Learns that the environment can be observed	
Social/Emotional	Learns about body parts	

ACTIVITY SKILL:	OBJECTIVE:
Says animal name when shown picture	TLW name sheep when seen in a picture.
Describes object in terms that are sensorially accurate	TLW say that cotton is "soft" after touching it.
Touches and names body parts on a picture	TLW touch and name 3 body parts.

STUDENT DIRECTION: Show pictures of sheep - ask what they are (sheep), what kind of animal is it? (zoo, farm) - farm animal. What covers a sheep's body? (wool) not feathers, not a shell). What do sheep say (baa-baa). What do people use a sheep's wool to make? (socks, coat, sweater, etc.). Where do some sheep live? (on a farm). Pass out cotton. Ask them what color it is. Encourage them to touch it, rub it on their face and to tell how it feels. Is it hard or soft? Ask them to name (or touch) something else that is soft. Pass out paper and glue. Have them touch and name the body parts of the sheep (head, legs - count 4, body, tail). Instruct them to pull the cotton apart into small pieces and glue it on their sheep for "wool". Finally, instruct them to draw a face on their sheep. Conclude by having them gently touch the cotton on their sheep and say, "The sheep's wool is soft."

CONSTRUCTION:

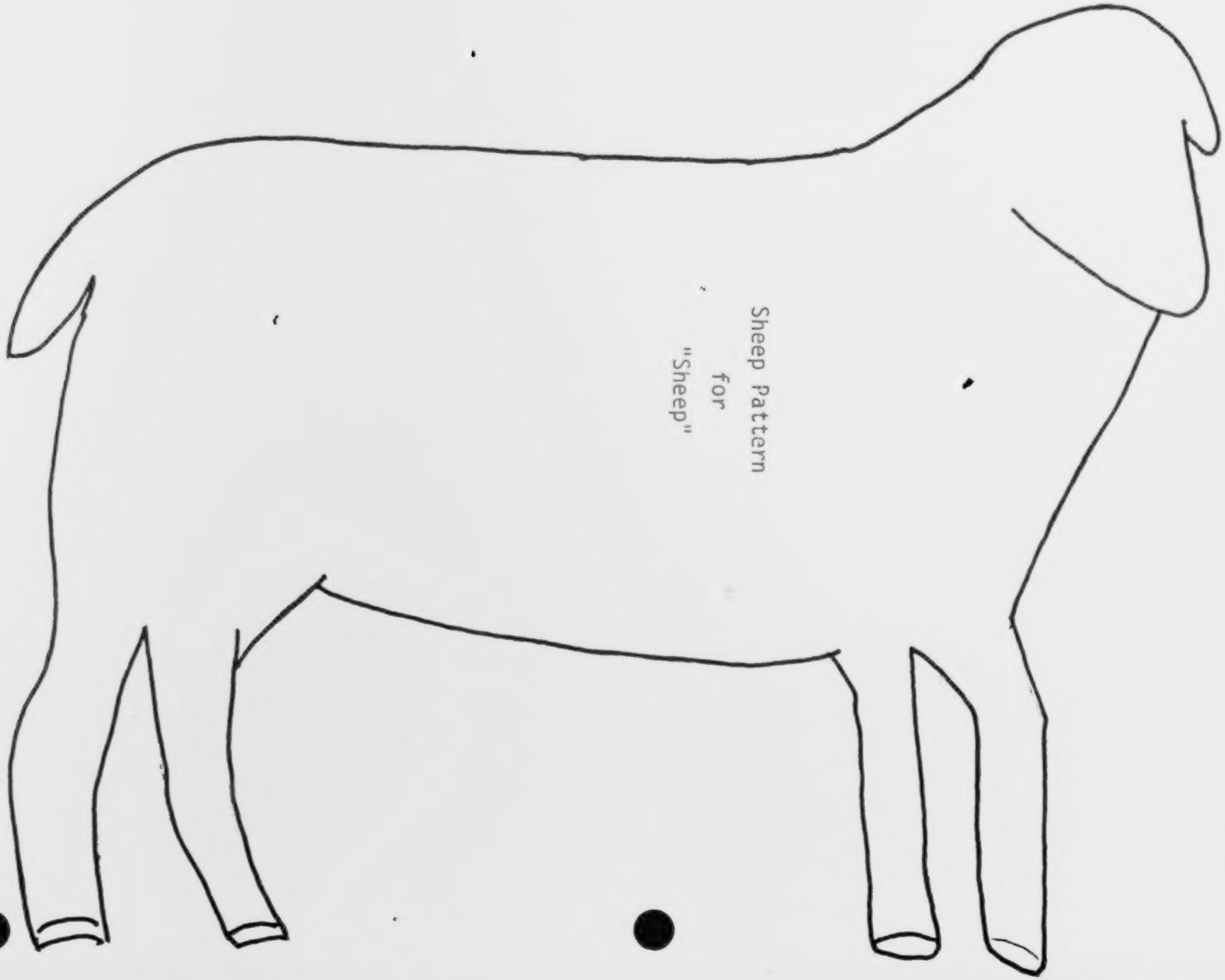
Materials: Cotton balls, glue, small manila paper, markers or crayons, sheep pattern, sheep pictures

Teacher Prep: Draw outline of a sheep on each child's paper using pattern or make a ditto using sheep pattern and run off a copy for each child; locate sheep pictures.

PICTURE IF APPLICABLE: N/A

PATTERN: See page.

REFERENCE: RKF



Sheep Pattern
for
"Sheep"

TITLE: Sunshine Painting

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL	Learns to participate in a conversation	Weather Calendar
Motor-Fine	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion about the sun.
Paints a circle shape	TLW use a Q-tip/toothpick to paint a circle shape.

STUDENT DIRECTION:

Talk about the sun (when do we see it - day; what does it do - shine; where does it go when it rains - behind a cloud; what do we see at night - moon/stars; tell them the sun is really a big star that comes out during the daytime). Ask what shape it kind of looks like - a circle. Explain that since the sun is so far away it has to have very long arms (or "rays") to reach all the way down to earth to make us warm.

- Place blobs of yellow, white and red paint in the middle of their paper; pass out Q-tips or toothpicks (one per child). Tell them that they can make their own nice big sunshine by carefully moving the paint around in a circle; also remind them to make the long arms (or "rays") to warm up all the people, plants, and animals.

CONSTRUCTION:

Materials: Small manila paper, yellow, white and red tempera paint, Q-tips or toothpicks, smocks.

Teacher Prep: Print SUNSHINE on the top of each paper (also child's name).

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE:
RKF

Sunshine Painting Continued

INSTRUCTIONAL AREA:

ECEE:

Learns to use specific hand movements with ease and dexterity

ACTIVITY SKILL:

Uses pincer grasp

OBJECTIVE:

TLW use a pincer grasp to manipulate a Q-Tip/toothpick in paint.

TITLE: Thermometer

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	Weather
Cognition-TS	Learns the names, descriptions and positions of objects	

ACTIVITY SKILL:	OBJECTIVE:
Participate in group discussion	TLW participate in a discussion about thermometers.
Uses word to describe position	TLW use the words up and down to describe position.

STUDENT DIRECTION:

Talk about thermometers (display "play-like" one and real one); ask what they tell us (they measure the temperature and tell us how cold or hot it is); move red up and ask (hot), then down and ask (cold).

- Give each child a sheet of newsprint and a piece of string; instruct them to stretch their string out on their paper and to find the mark in the middle, instruct them to color on one side of the mark with the red marker, and do not color anything on the other side.
- Then pass out tubes and black markers; instruct them to make short, side-to-side lines on their tube (demonstrate) (see B).
- Finally, instruct them to put their string through the holes (you will need

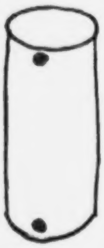
CONSTRUCTION:

Materials: Toilet paper rolls, string or elastic, red permanent markers, hole punch, scissors, black markers, newsprint or newspaper, real thermometer, classroom play-like thermometer.

Teacher Prep: Cut a 12" piece of string or elastic for each child; punch a hole at top and bottom of each toilet paper tube (see A); print child's name on inside; mark ½ way point on each string using red permanent marker.

PICTURE IF APPLICABLE:

A



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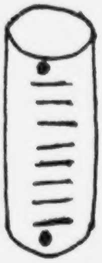

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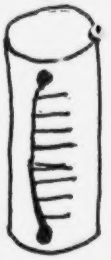


PATTERN:

N/A

REFERENCE:

RKF

Thermometer Continued

INSTRUCTIONAL AREA:

Motor-Fine

ECEE:

Learns about people, places, space and events
Learns to use specific hand movements with ease and dexterity

ACTIVITY SKILLS:

Identifies verbally positional concepts

Holds pencil correctly

OBJECTIVE:

TLW hold his marker correctly.

STUDENT DIRECTION:

to tie it in a strong knot and cut excess).
- Practice making thermometer read "hot" and "cold". Ask them where the red will be when the weather is hot (up) and where it will be when it's cold (down).

COMMUNICATION - EXPRESSIVE LANGUAGE

See Also:

Cognition - Perception

Candy Canes
Exit Sign
Name in Heart
Negative Space Paper
Shaving Cream Print
Sound Dance
Spaghetti Design

Cognition - Thinking Skills

Aquarium
Body Part Stick-Up
Build a Cornucopia
Coloring Tree and Forest
Eensy Weensy Spider
Flying Bird
Garden Collage
Indian Sand Painting
Milk Carton Boats
Rainbow
Shape Train
Sneezing/Coughing
Snow Picture
Starfish
Three Billy Goats Gruff
Windy Painting

Communication - Receptive Language

Animals in the Barn
Bendable and Stretchable
Pine Cone Turkeys

Motor - Fine

Autumn Tree Bicycle
Bicycle
Bouquet
Bus

Motor - Fine (continued)

Cherry Tree
Christmas Cards
Cutting out an Ocean
Cutting for Stegosaurus
Drawing Zoo Animals
Easter Egg Chick
Eggs in the Hen's Nest
Flag
Flutophone Fun
Flying Bat
Hiding Nuts in a Tree
Lacing a Gray Brontosaurus
Lacing Stockings
Lacing Valentines
Ladybug
A Mane for a Lion
Mittens
Monkey in a Tree
Plastic Egg Collage
Plump Pumpkin
Printing on a Whale
Raindrop Painting
Rainbow Trout
Rain, Rain
Rake Picture
Reindeer Sack Puppet
Rocket Mobile
Santa Mobile
Seashell Picture
Skunk
Straw Painting
Traffic Light - Trace/Color
Valentine Pink Heart
Walking Like a Duck

Motor - Gross

It's Just Fun

Social/Emotional

Ambulance
Cowboy and Hat and Boots
Doctor's Bag
Fireplug

Social Emotional (continued)

- Lick and Stick Stamps
- Teddy Bear Jumping Jack
- Teeth
- Valentine Mailboxes

Creative Expression

- Hand Print Leaves

[redacted]

Music

TITLE: It's Just Fun

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor - Gross	Learns to use large muscle groups	N/A
Communication - RL/EL	Learns to understand commands and questions	

ACTIVITY SKILL:

Jumps in place on both feet
Indicates understanding of directions despite background noise
Stops activity momentarily on command

OBJECTIVE:

TLW follow directions to jump up and down, turn around and fall down.
TLW stop moving when designated signal is presented.

STUDENT DIRECTION:

Instruct children to find a "special spot" on which to stand (these are the pieces of tape you have placed on the floor) and then to listen to what the music tells them to do (jump, turn, and fall down). After you have used this activity on several occasions (or if you have a mature group), tell the children you will be stopping the music and that they should "stop" too, every now and then so they can hear and answer some thinking" questions. You may wish to have them "put on their thinking caps" when they "stop", and then raise their hand to answer the question.

CONSTRUCTION:

Materials: record player or cassette player, Feelin' Free (tape or record) plastic tape (Scotch Brand is best)

Teacher Prep: Place small pieces of tape on the floor to indicate where a child should stand. If possible, space them away from each other and furniture in order to allow maximum freedom of movement.

PICTURE IF APPLICABLE:

N/A

PATTERN:

N/A

REFERENCE: "Feelin' Free" by Hap Palmer

TITLE: It's Just Fun

INSTRUCTIONAL AREA:

ECEE:

UNIT: (See Section I)

ACTIVITY SKILL:
Answers question, "What else...?"

OBJECTIVE:
TLW answer questions, "can you think of something else that goes up and down, goes round and round, might be falling down?"

STUDENT DIRECTION:

CONSTRUCTION:

Materials:

Teacher Prep:

PICTURE IF APPLICABLE:

PATTERN:

204

REFERENCE:

MOTOR-GROSS

See Also:

Cognition - Perception

Fooey (A Chant)
Muppet Show Theme

Cognition - Thinking Skills

Bunny Hat
Popcorn Numerals

Communication - Receptive Language

Bendable and Stretchable
Exercise Time
Who Wants to Touch and Be Touched

TITLE: Ankylosaurus Seed/Bean Collage

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use specific hand movements with ease and dexterity	Prehistoric Times
Cognition-TS	Learns to use the eyes and hands together Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Uses pincer grasp	TLW use a pincer grasp to pick up beans.
Pastes using index finger	TLW paste using his index finger.
Touches and names own facial features	TLW touch and name his own facial features.

STUDENT DIRECTION: Talk about dinosaurs (when did they live? - a very long time ago; where did they live? - all over the earth, even here where we live; were there any people then? - no; are there any dinosaurs now? - no; how big were they? - as big as our classroom; what did they eat? - some ate plants, others ate other dinosaurs)

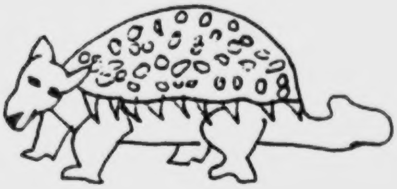
- Show pictures of Ankylosaurus, talk about his name, what does it begin like (ankle); where are our ankles (touch them); what do they feel like (bumpy) - tell them that the back of the Ankylosaurus is bumpy.
- Pass out Ankylosaurus, instruct them to touch and name their own facial features, then give him a face with marker.
- Finally, instruct them to glue beans on his back to make him bumpy.

CONSTRUCTION:

Materials: Pattern; dark colored paper; glue; markers; dried lime beans, pinto beans, and/or popcorn; book on dinosaurs

Teacher Prep: Using dark paper cut one Ankylosaurus per child; use a marker to add leg features and side point details (similar to that on pattern)

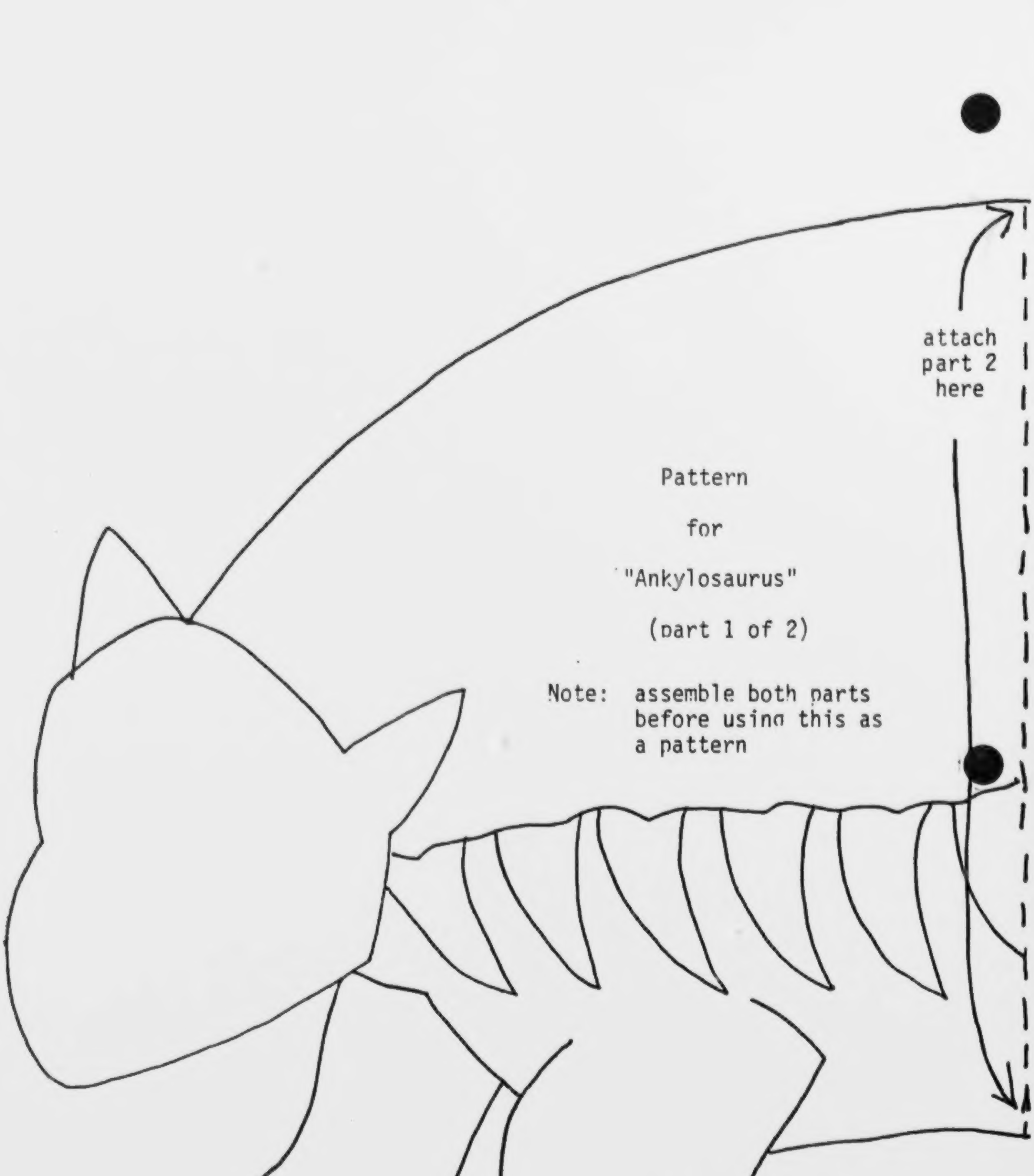
PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE: RKF


attach
part 2
here

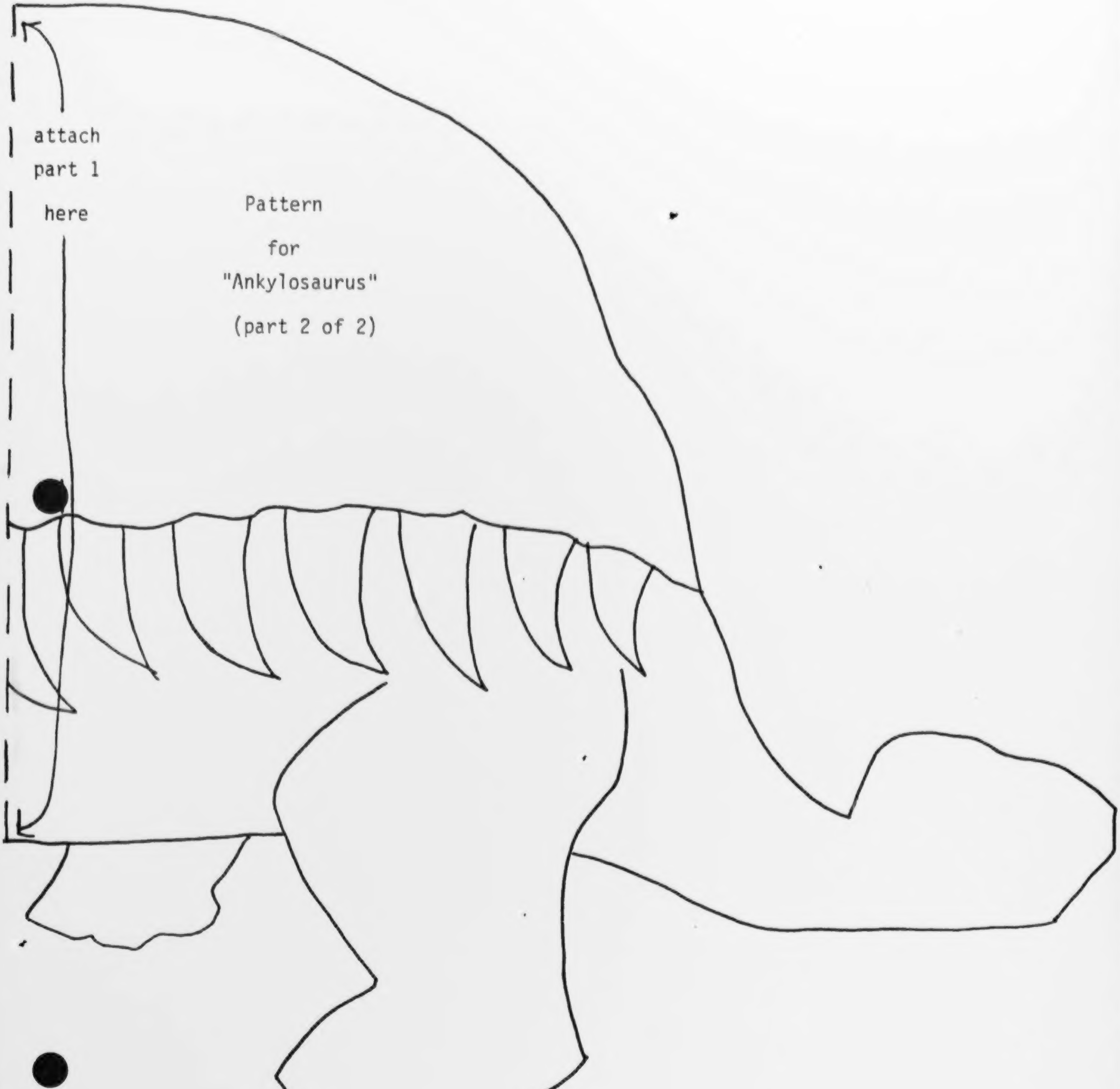
Pattern

for

"Ankylosaurus"

(part 1 of 2)

Note: assemble both parts before using this as a pattern



attach part 1 here

Pattern for "Ankylosaurus" (part 2 of 2)

TITLE: Ants And Anthill

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Insects
Cognition-TS	Learns to use specific hand movements with ease and dexterity	
	Learns the concept of quantity	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces of paper.
Pastes without overlap	TLW paste/glue small pieces of paper onto work without overlap.

STUDENT DIRECTION: Talk about bugs (use insect book) - ask what the special name is (insect); ask them to tell you about an insect (has 6 legs, 2 antennae, and sometimes wings); then ask them to name some insects (ant, bee, fly, grasshopper, mosquito, roach, praying mantis, beetle, etc.) - discuss ants - they are insects, they have 6 legs, 2 antennae, and sometimes little wings, and they bite (or sting) - they make their home in the dirt/ground, by making little tunnels underground, they take the dirt out of their tunnels and pile it up in a little hill on top of the ground - that is why it is called an "anthill". Pass out papers - tell them this is an anthill, ask them to find the tunnels; finally, pass out black/brown strips and instruct them to snip a lot of ants, glue them on the hill and in the tunnels, then use their pencil to draw on legs (ask them again how many legs each ant will have - 6), (see picture B). When they are through, let them "read" Ants and Anthill at the top of their paper.

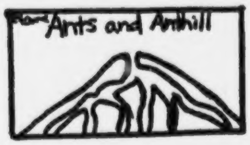
CONSTRUCTION:

Materials: Large manila paper; brown and/or black paper; glue; pencils; brown marker; book on insects (with ant and/or anthill pictures if possible)

Teacher Prep: 4 strips of paper (black and/or brown) per child (approx. ½" X 12"); brown marker to outline an anthill and tunnels on each paper (see A below)--any type of "tunnels" are fine; print "Ants and Anthill" across top, and child's name on top left

PICTURE IF APPLICABLE:

A



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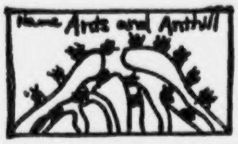


PATTERN:

N/A

REFERENCE: RKF

Ants and Anthill Continued

ACTIVITY SKILL:	OBJECTIVE:
Holds pincil correctly	TLW hold pencil correctly while making making short strokes.
Says numbers in correct sequence	TLW count six legs.

TITLE: Autumn Tree (Snipping Fall Leaves)

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Autumn
Cognition-P/TS		
Communication-EL	Develops visual perception	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces of paper.
Pastes small pieces of paper	TLW paste small pieces of paper onto a picture.
Names colors	TLW participate in a discussion about trees.

STUDENT DIRECTION:

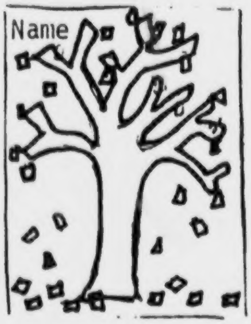
Talk about trees (ask what grows on the branches--leaves). Ask if the leaves grow up high or down low. Have child reach up and say, "high," then bend down and say, "low." Ask what the leaves do in the autumn--(change colors and fall down to the ground). Repeat: having child reach up and say, "The leaves grow up high. Then they fall down low." (Child bends down.) Tell the child they will be making an Autumn Tree, so what can they tell you about the leaves --(they will be different colors and they'll be falling down). Pass out the brown trees (name color) and instruct them to glue them on the large manila paper. Give them each their own set of precut colored strips and instruct them to cut (or tear) a lot of leaves for their tree. Finally, instruct them to glue some leaves up high on the tree, and then make some "falling" down low to the

CONSTRUCTION:

Materials: Brown, red, yellow, orange, green paper, large manila paper, glue, scissors, and tree pattern.

Teacher Prep: Use pattern and cut 1 brown tree per child. Cut 2 strips (approx. ½" x 6") of each of the following colors per child: red, yellow, orange, green. Print child's name on upper left corner of manila paper (turned lengthwise).

PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE: RKF

Autumn Tree (Snipping Fall Leaves) Continued

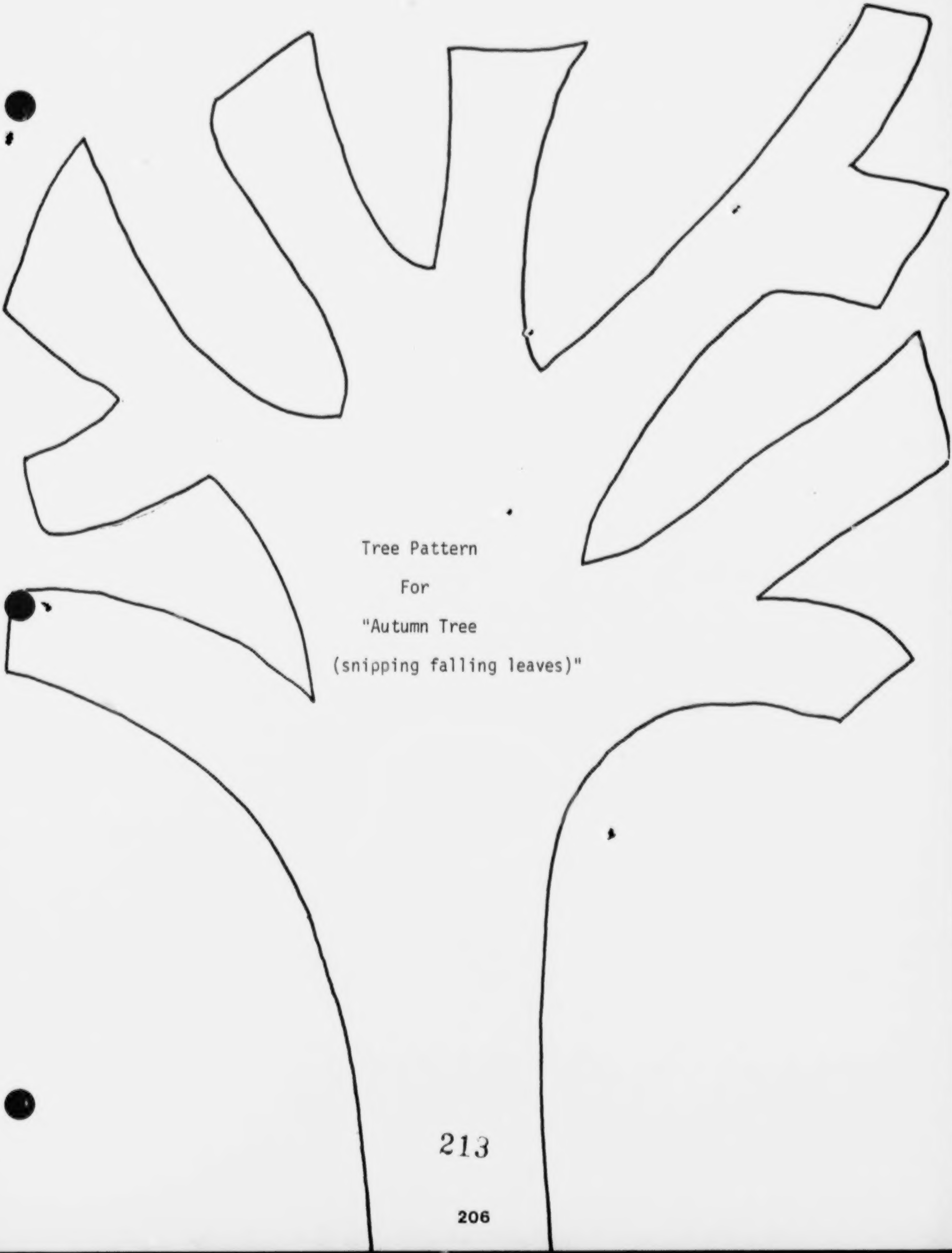
INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to participate in a conversation
Learns the position of objects
Learns the environment can be observed, manipulated and tested

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion Uses the words "high" and "low" to describe position	TLW use the words "high/low" to describe position. TLW name the following colors: red, yellow, green, orange, brown.

STUDENT DIRECTION:

ground. When each child is finished, let them take turns holding their pictures and pointing to the leaves that are high and low (be sure they say the words, too).



Tree Pattern

For

"Autumn Tree

(snipping falling leaves)"

TITLE: Bee and Hive

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Insects
Cognition-TS	Learns about people, places, space and events Learns that groups and/or	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW snip small strips of paper with scissors.
Pastes using index finger	TLW paste/glue using index finger.
Uses body movements to demonstrate "across"	TLW use his "pointer" finger to demonstrate "across".

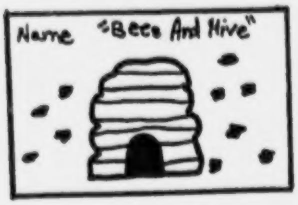
STUDENT DIRECTION: Talk about bees - show pictures (where do they live - in a hive; what do they say - buzzzzz; what do they make - honey; what are they - not food, animals, clothes, toys, they are insects; they have 6 legs and some wings). Tell them they will make a hive and bees. Pass out "hive" and markers; instruct them to draw lines across to make their hive look like a real one (have them use their "pointer" finger to practice tracing across); then instruct them to draw a door on their hive and color it in solid black; then glue hive on paper. Pass out black strip, instruct them to cut/snip a lot of "bees" to swarm (fly) around their hive; glue bees on paper. Print: "Bees and Hive" on paper.

CONSTRUCTION:

Materials: Yellow or orange paper; large manila paper; black markers; black paper; scissors; glue; picture of bees

Teacher Prep: Cut 1 hive out of yellow or orange paper per child; cut 1 black strip per child (½" X 12"); print name on large manila paper

PICTURE IF APPLICABLE:



PATTERN:

See page

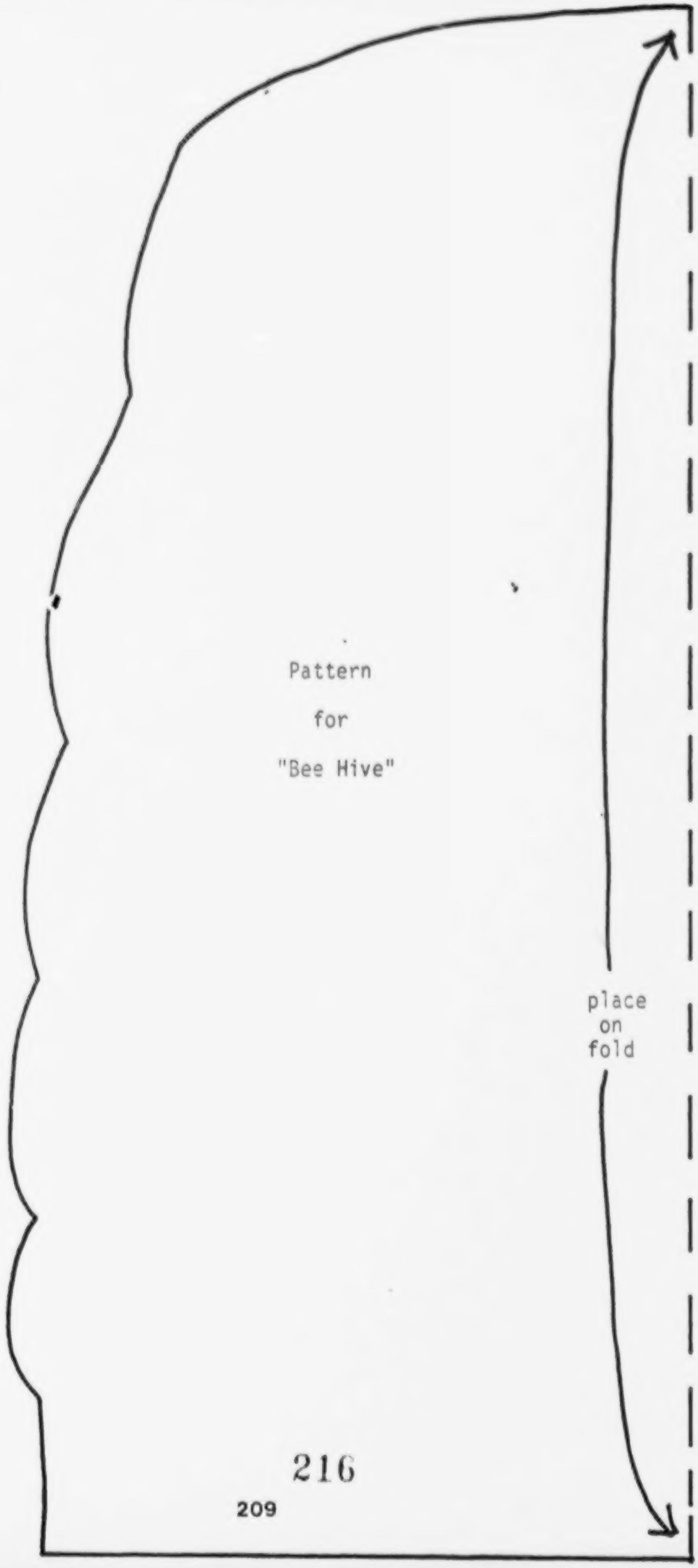
REFERENCE: RKF

Bee and Hive Continued

INSTRUCTIONAL AREA: ECEE:
objects can be combined and separated
to form new groups

ACTIVITY SKILL:
Classifies objects by one or more characteristics

OBJECTIVE:
TLW classify bees as insects.


Pattern
for
"Bee Hive"
place
on
fold

TITLE: Bicycle

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Transportation
Communication-EL	Learns to participate in a conversation	
Cognition-TS	Learns about people, place, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Traces around shapes	TLW trace around circle and triangle templates.
Draws a recognizable person	TLW draw a recognizable person.
Participates in group discussion	TLW participate in discussion about transportation

STUDENT DIRECTION:

Talk about what we call things that we use to take us places (transportation); ask them to say TRANSPORTATION, and then have them name as many different kinds of transportation as possible.

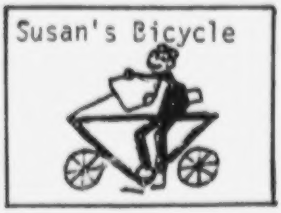
- Ask them what they call a type of transportation that has 2 wheels and peddles (a bicycle); tell them they will be drawing a picture of a bicycle.
- Pass out paper, let each child use a crayon to trace around the triangle template (ask what shape it is and have them trace the sides with their finger first) to make the "frame" of his bicycle; then ask what shape (circle) and how many (2) they will need for wheels; let them use their crayons to trace

CONSTRUCTION:

Materials: Large manila paper, triangle template, circles to trace, crayons.
* Note: Patterns are provided for use in case templates, etc. are not avialable.

Teacher Prep: Locate correct sizes of triangle and circle shapes for tracing (or use patterns); print each child's name and bicycle across top of paper.

PICTURE IF APPLICABLE:



PATTERN:
See page.

REFERENCE:
RKF

Bicycle Continued

ACTIVITY SKILL:

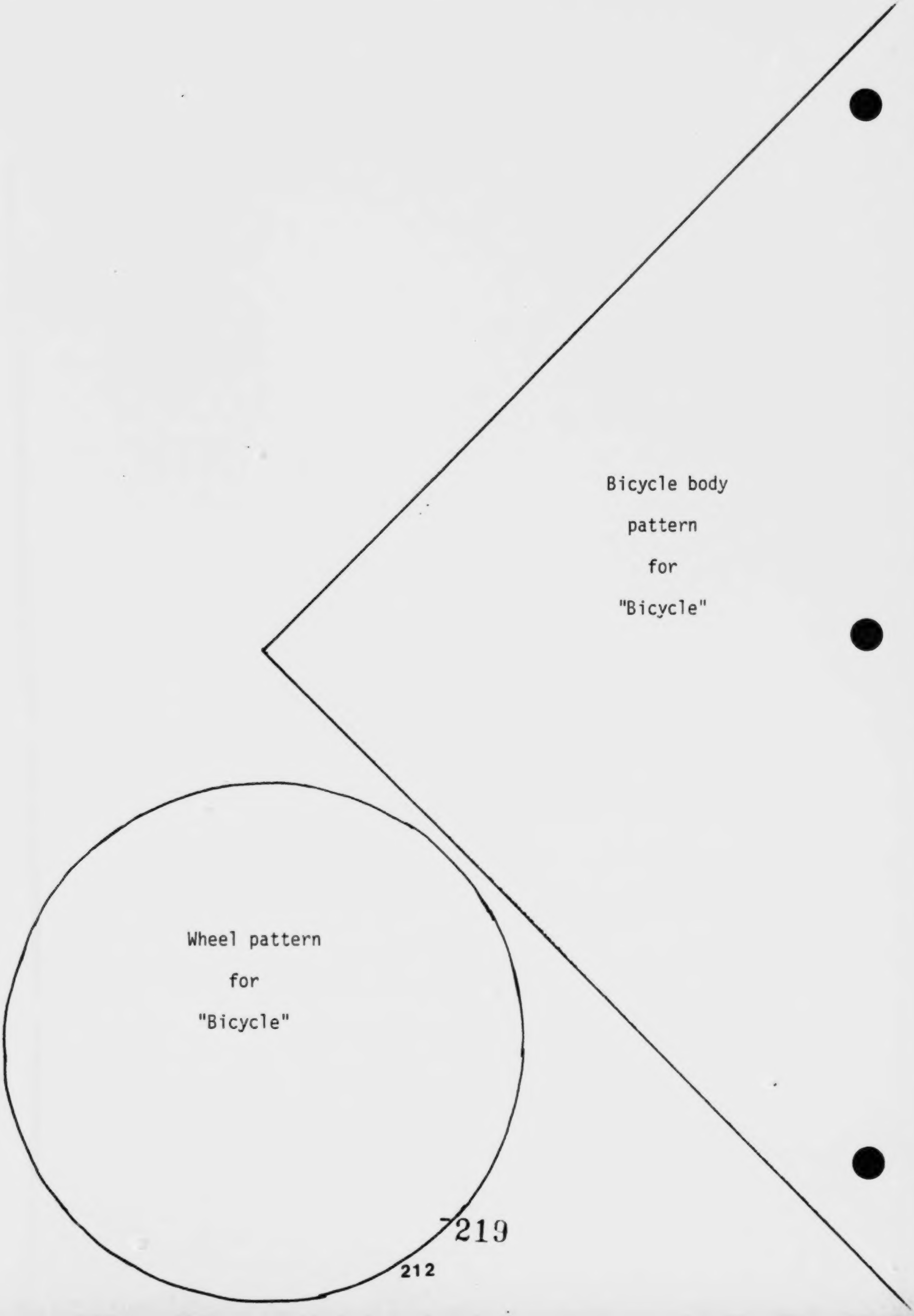
Names shapes

OBJECTIVE:

TLW identify circle and triangle shapes by name

STUDENT DIRECTION:

around 2 circles (be sure the circles are placed properly for front and back wheels - see picture). They may wish to make "X's" inside the circles for spokes.
- Finally, suggest that they draw a seat, handlebars, and pedals and also someone riding on their bicycle.


Bicycle body
pattern
for
"Bicycle"
Wheel pattern
for
"Bicycle"

TITLE: Birdhouse

INSTRUCTIONAL AREA:
Motor-Fine
Cognition-TS

ECEE:
Learns to use specific hand movements with ease & dexterity, Learns to use the eyes & hands together, Learns about people, places, space, & events

UNIT: (See Section I)
Birds

ACTIVITY SKILL:	OBJECTIVE:
Folds paper	TLW fold a rectangle in half.
Cuts rectangles from paper	TLW cut four rectangles from paper.
Draws a circle	TLW draw and color in a circle.
Names shapes	TLW name rectangles.

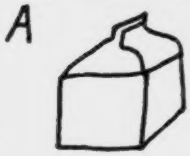
STUDENT DIRECTION: Discuss birds, show pictures (include: how birds move, what they use to move with, how many legs they have, what they eat, what covers their body, where they put their eggs--have them name some familiar birds, such as duck, chicken, redbird, parakeet, eagle, crow, peacock, etc.). Ask them where birds live. (Many live in trees in a nest, some live in bird cages inside people's homes as pets, others live in birdhouses outside in people's yards.) Ask if anyone has ever seen a birdhouse--is it as big as the kind of house we live in? (no it is small). Explain that the birds who live in birdhouses put their nests and eggs inside the house. Tell them that they will be making a make-believe birdhouse (it will not be real because a real bird won't be able to get inside). Pass out yellow papers with small rectanges and have them name the shape and color. Instruct them to cut out their rectangles. Next, pass out the milk cartons and let them glue the rectangles on the sides. Ask what goes on top

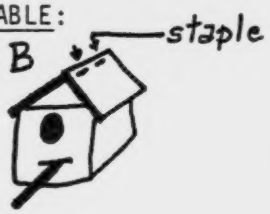
CONSTRUCTION:

Materials: Milk cartons; popsicle sticks; yellow and red paper; black markers; glue; stapler; ink pen; pictures of birds and birdhouses

Teacher Prep: Use pattern to outline a set of four yellow rectangles per child; use large rectangle pattern to make and cut out a red rectangle for each child; rinse and let dry one milk carton per child (you may wish to let each child wash his own); print names in ink on bottom of milk cartons.

PICTURE IF APPLICABLE:





PATTERN:

See page.

REFERENCE: RKF

Birdhouse Continued

STUDENT DIRECTION:

of houses and buildings to keep out the rain? (a roof). Tell them that they need to make a roof (let them say the word several times) for their birdhouse; give them the pre-cut red rectangle and tell them to fold it in half very carefully (demonstrate). Then, instruct them to place it on top of their birdhouse (top of milk carton must be re-closed) and staple it on for them (see picture B). Now, tell them their birdhouse needs a "door" so the make-believe birds can get inside; pass out black markers and instruct them to draw and color in a circle on one side for the door. Last, explain that birds often like to sit right outside their door (just like we like to sit on the porch), so they have a special place called a "perch". Use scissors to punch a slit just under each child's door and let them use a popsicle stick to slide in for their perch.

Pattern 1
(of 2)
for
Birdhouse

Pattern 2
(of 2)
for
Birdhouse

TITLE: Bouquet

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Plants
Communication-EL	Learns to participate in a conversation	
	Learns the concept of quantity	

ACTIVITY SKILL:	OBJECTIVE:
Cuts along a straight line	TLW use scissors to cut along a straight line
Cuts following a curved line	TLW cut following a curved line.
Participates in group discussion	TLW participate in a conversation about flowers.

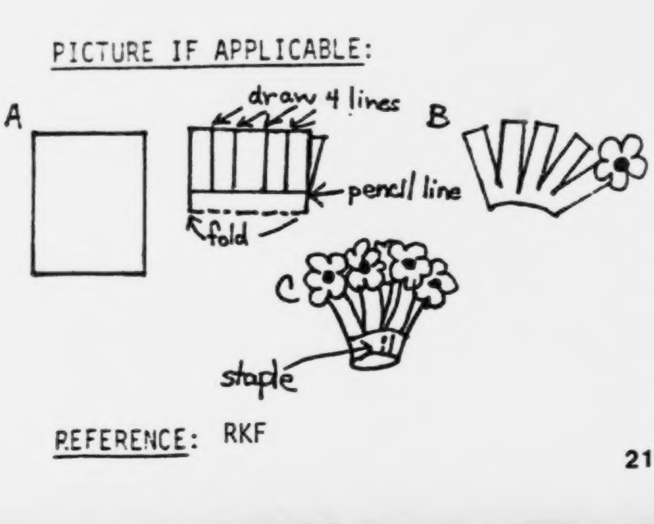
STUDENT DIRECTION: Talk about flowers (ask where they come from? seeds; what do you do with a seed? - plant it in soil, give it water and sun; then what happens? - roots go down in the soil to get food and vitamins, then the flower grows up out of the soil). Tell them that sometimes people put several flowers together in a group - ask what this is called? a "bouquet", *encourage them to say "bouquet". Tell them that they will get to make their own "bouquet"; pass out green paper, tell them that will be their stems; instruct them to cut on the dark lines, and to stop at the pencil line (let them trace the cutting lines with their finger). Pass out flower shapes to be cut, instruct them to cut out their flowers, name the colors and count them. Tell them that most flowers look different right in the middle/center; instruct them to point to the middle/center of each flower, then color the center/middle with a marker. Next, let them count and tell you how many flowers they have. Finally, staple the flowers on each stem (see

CONSTRUCTION:

Materials: Scissors; stapler; green and yellow and orange paper; markers; pencil; flower pattern

Teacher Prep: Use one small (approx. 8½" X 11") green paper per child; fold it in half and draw 4 dark lines that the child will use to cut on and also draw one light pencil line to indicate where the children should stop their cutting (see A below) print child's name on it; prepare 5 flowers (use yellow and orange) for each child to cut--use flower pattern

PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE: RKF

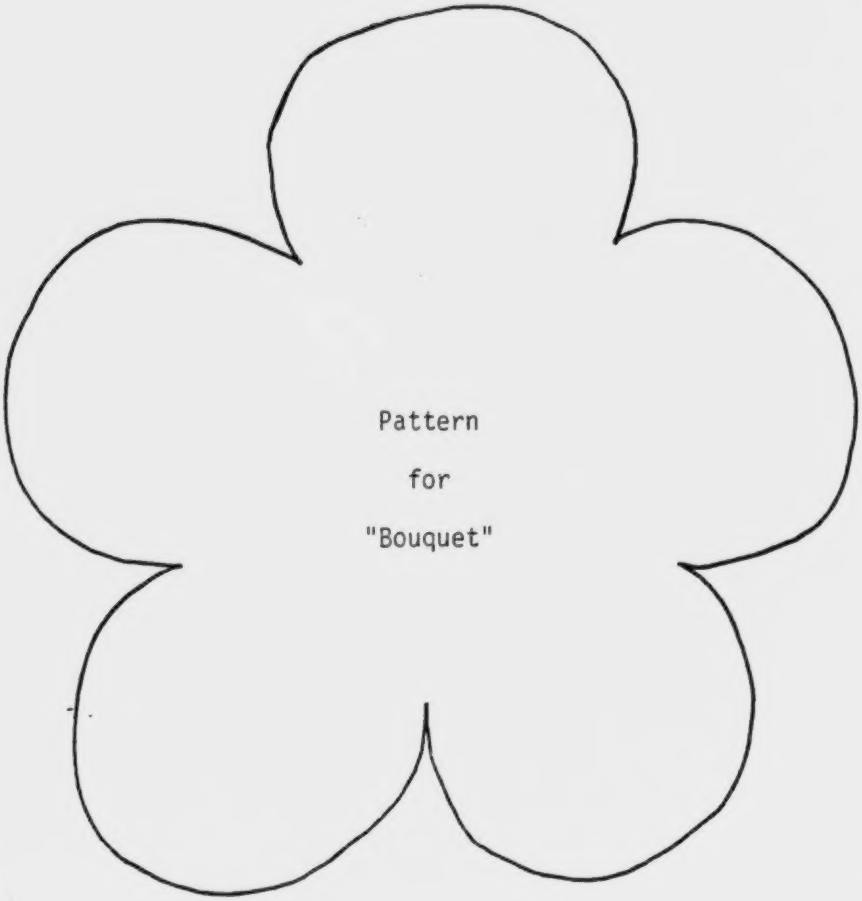
Bouquet Continued

INSTRUCTIONAL AREA:
Cognition-TS

ACTIVITY SKILL:
Recognizes how many

OBJECTIVE:
TLW count 5 flowers and tell how many.

STUDENT DIRECTION:
picture B); then bend the whole stem into a small circle and staple it on the side. (see picture C).



Pattern

for

"Bouquet"

TITLE: Bus

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Transportation

ACTIVITY SKILL:	OBJECTIVE:
Cuts along straight and curved lines	TLW use scissors to cut following straight and curved lines.
Traces around square shapes	TLW use a template to trace square shapes.

STUDENT DIRECTION: Talk about transportation (ask children to tell you what transportation does - take people, animals, food, plants, etc., places; ask children to name some forms of transportation - car, boat, airplane, train, bicycle, rocket, etc.). Encourage them to use the word "transportation".

- Tell them they will be making a bus like the one they ride to school (ask what color it is and what color the tires are; ask how many tires).
- Pass out scissors and bus and tires, instruct them to cut them out.
- Next, assist in punching holes through tires and bus; add reinforcements and thread yarn through (see A) or use brads.
- Finally, ask them how they can see out of the bus when they are inside (windows). Show them how to use the square stencil and trace windows for

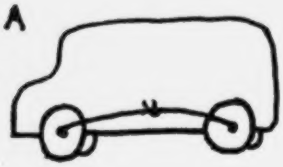
CONSTRUCTION:

Materials: Black and yellow paper; scissors; black markers; yarn (or brads); hole-punch; square stencil; pattern; reinforcements.

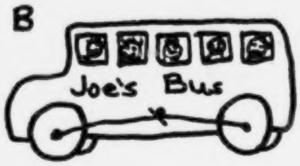
Teacher Prep: Outline 4 black circles per child; outline 1 yellow bus per child; cut 15" yarn strip per child (unless you're using brads).

PICTURE IF APPLICABLE:

A



B



PATTERN:

See page.

REFERENCE:

RKF

Bus Continued

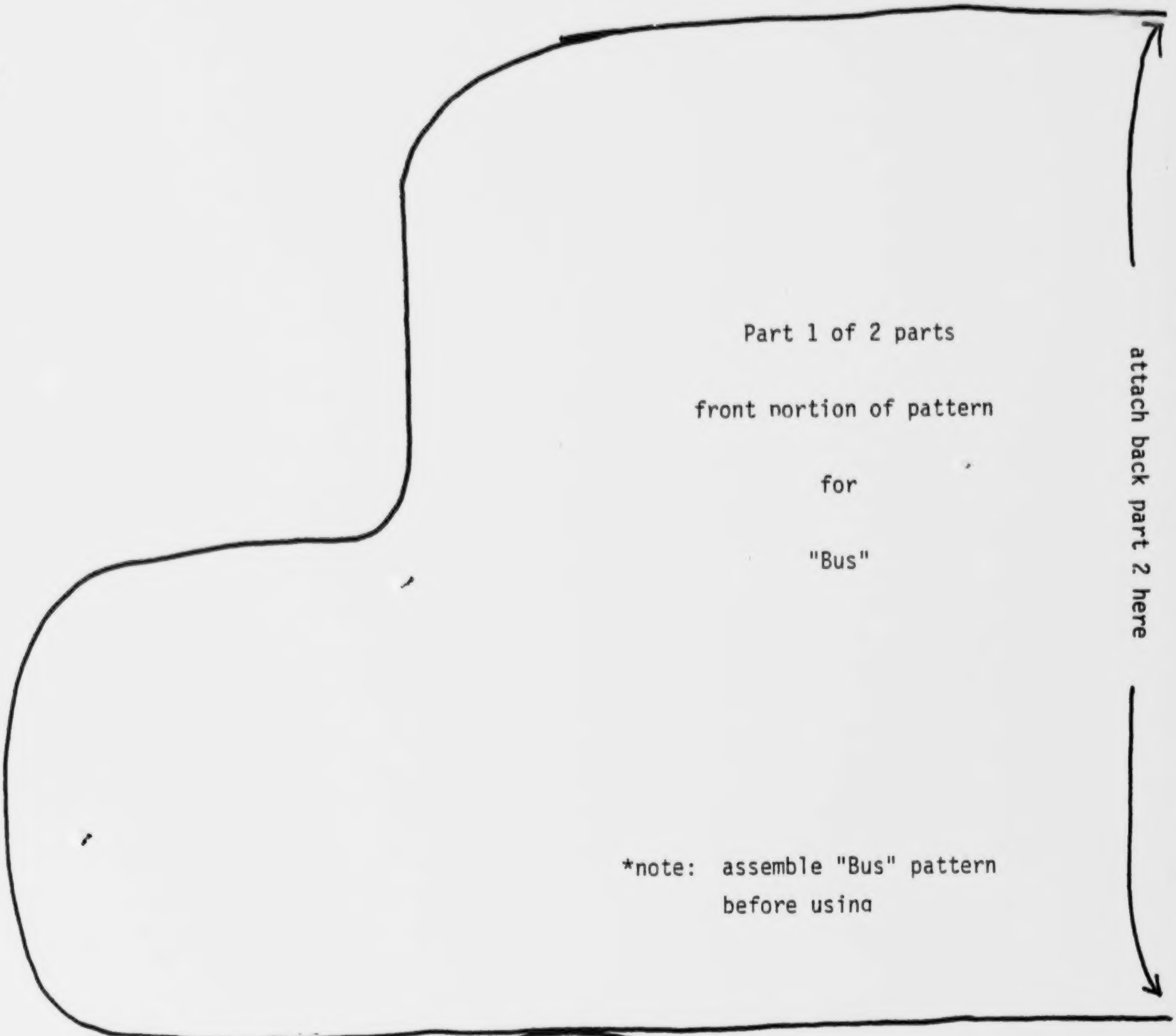
INSTRUCTIONAL AREA: Communication-EL

ECEE: Learns to participate in a conversation by talking, asking and answering questions

ACTIVITY SKILL:	OBJECTIVE:
Draws a recognizable person	TLW draw a recognizable person.
Participates in group discussion	TLW answer 3 questions relating to transportation.

STUDENT DIRECTION:

both sides. Then encourage them to draw the bus driver and children looking out of the windows. When they're finished, print the child's name and the word "bus" on the side. (See B.)



Part 1 of 2 parts

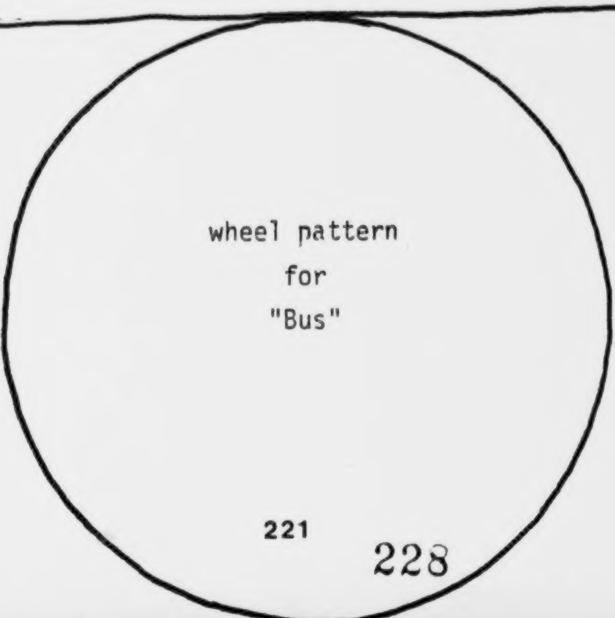
front portion of pattern

for

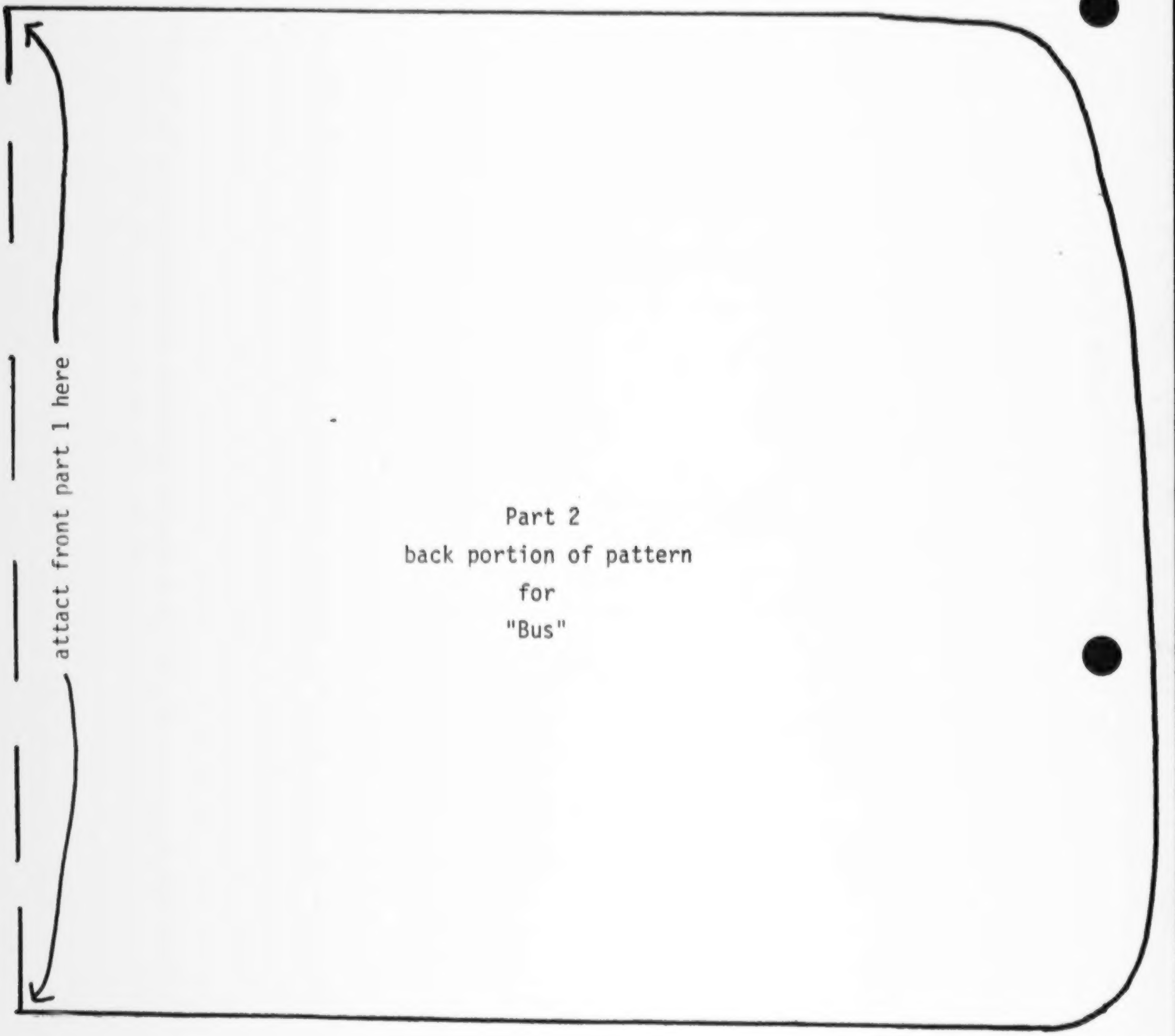
"Bus"

attach back part 2 here

*note: assemble "Bus" pattern before using



wheel pattern
for
"Bus"


attact front part 1 here

Part 2
back portion of pattern
for
"Bus"

TITLE: Butterfly

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Communication-EL	Learns to participate in a conversation	Insects
Cognition-TS	Learns that groups and/or objects can be combined and separated to create new groups	

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion about butterflies.
Classifies objects	TLW classify butterflies as insects.

STUDENT DIRECTION: Talk about butterflies (show pictures) ask where they come from (first a little egg, then a caterpillar, then a cocoon, last a butterfly); ask what they are (are they food, clothes, animals, toys - insects); ask them to name other insects (ants, grasshoppers, flies, beetles, bees, etc.) - pass out butterflies; and markers, instruct them to color eyes and pretty designs on their butterflies; then mount them on one of the following:

a. Popsicle sticks - use glue up and down the stick, put yarn on and wrap around stick, tie knot.
b. Toilet paper tube - use hole-punch to make a hole at each end of tube (hole must also go through butterfly) and tie on butterfly with yarn. (see picture A)
c. Clothespin - open clothespin, insert butterfly, wrap yarn around and tie.

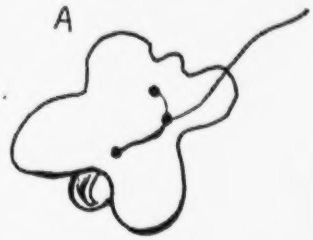
CONSTRUCTION:

Materials: Colored paper; markers; popsicle sticks (or toilet paper tubes or clothespins); yarn

Teacher Prep: Cut out one butterfly per child (use pattern); cut 1 piece of yarn per child (12")

PICTURE IF APPLICABLE:

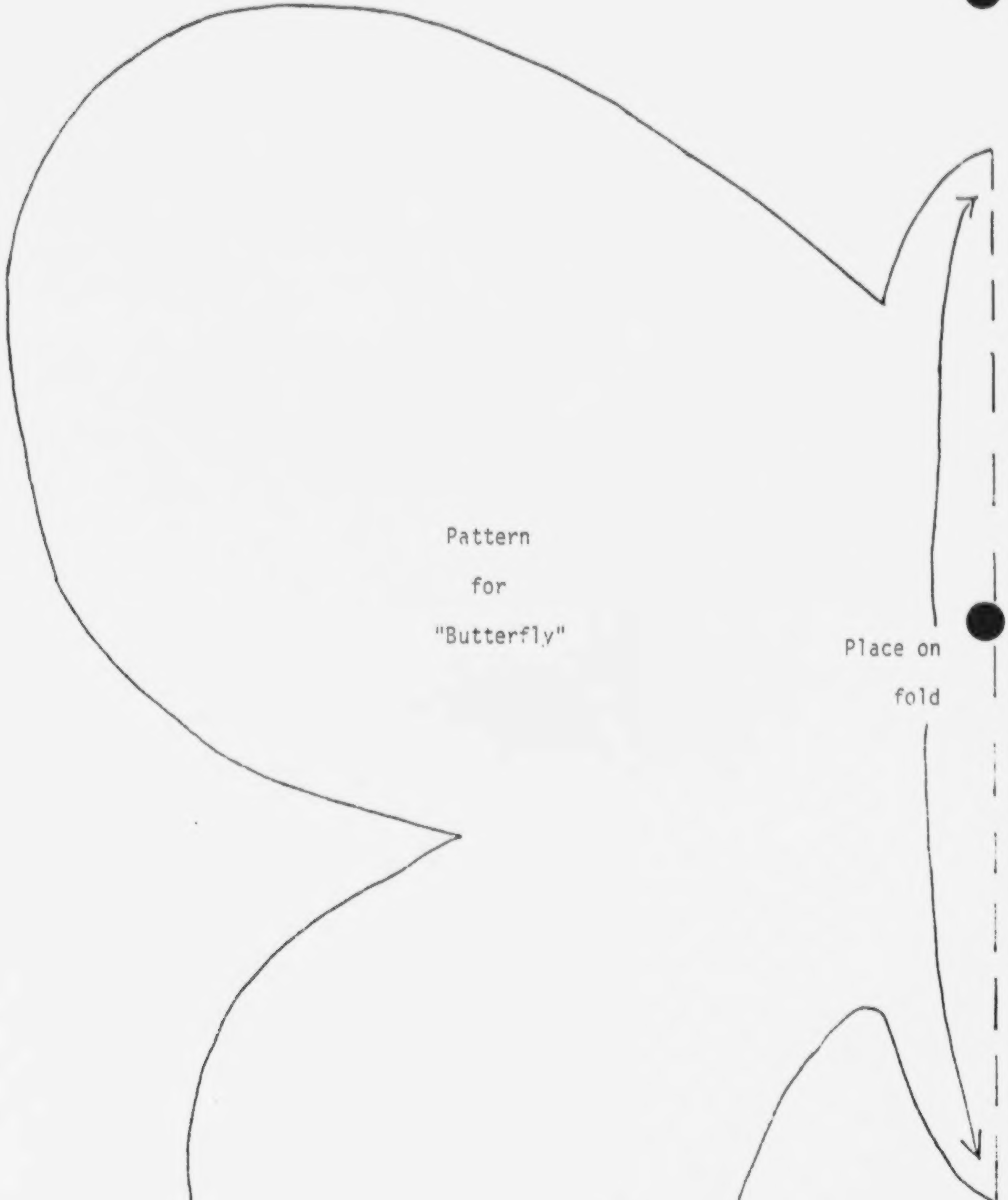
A



PATTERN:

See page

REFERENCE: RKF


Pattern
for
"Butterfly"
Place on
fold

TITLE: Cherry Tree

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	George Washington
Communication-EL	Learns to respond to books and poems read aloud	

ACTIVITY SKILL:	OBJECTIVE:
Uses hole-punch	TLW use a hole-punch.
Draws a recognizable person	TLW draw a person with four body parts.
Answers three questions about a short story	TLW answer three questions about the story of George Washington.

STUDENT DIRECTION:

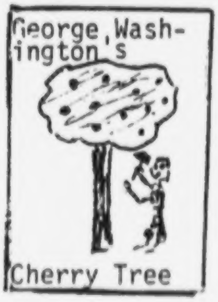
Tell a short story about how George Washington lived a long time ago and when he was a little boy he had a new hatchet (which is like an ax - ask what we do with an ax); one day he cut down a cherry tree with his hatchet and when his father saw the tree he got very angry; he asked little George (be sure to use an angry voice), "Did you do that?" George was afraid to admit it at first, but then he decided to tell the truth. "Yes, Father," he said, "I cut down the cherry tree with my hatchet. I cannot tell a lie." George's father was very proud of George for telling the truth. George grew up and became our first President of the United States - he was a very honest man.

CONSTRUCTION:

Materials: Large manila paper; crayons; red scrap paper; hole-punch; glue.

Teacher Prep: Locate a small scrap of red paper to be used by each child; print on each paper at top: "George Washington's", at bottom: "Cherry Tree" (see A below).

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE:

RKF

Cherry Tree Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Social/Emotional	Learns that anything that can be spoken can be written	

ACTIVITY SKILL:	OBJECTIVE:
Draws a picture and tells about it	TLW draw a picture about George Washington and tell about it.
Recognizes others' expressed emotional responses	TLW recognize that George's father was very angry.

STUDENT DIRECTION:

Following the story, ask the following questions:

1. What was the boy's name? - George Washington
2. What did he do that was bad? - cut down a cherry tree
3. What did he use to cut down the tree? - a hatchet
4. How did his father feel when he saw that the tree was chopped down? - angry
5. When his father asked, "Did you do that?", did George tell the truth or did he tell a lie? - he told the truth
6. What did George become when he grew up? - President of the United States

Tell the children that they will get to make a picture about this story.

Pass out paper and instruct children to draw a tree (for those that say they do not know how - ask them to find their green and make a big circle at the top for the leaves and color it in; then find brown and make the trunk) - pass out red paper and instruct them to punch out and glue on cherries. Finally, have them draw little George and his hatchet chopping down the tree. After they have finished, ask them to look at their picture and tell you the story of George Washington.

TITLE: Christmas Cards

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Communication-EL	Learns to use specific hand movements with ease and dexterity	

ACTIVITY SKILL:	OBJECTIVE:
Cuts out simple pictures	TLW cut pictures off of greeting cards.
Folds paper	TLW fold paper in half.
Requests teacher to write "talk"	TLW tell the teacher what to write inside of his card.

STUDENT DIRECTION:

Talk about why we send/give cards (to say "Happy Holidays", "Merry Christmas", "Season's Greetings", "I Love You", etc.). Tell them they will get to make their own Christmas card to give to someone special. Instruct them to choose a red/green sheet of paper (have them name the color they select); then, demonstrate how to fold it in half by matching the corners and creasing the fold; let them fold their own. Next, let them choose some pictures/cards to cut up and glue on their red/green sheet to decorate the front, inside and possibly the back of their card. Finally, after they have finished glueing, instruct them to use the markers to write their greeting/message (you will either need to print a message for them to copy or write what they tell you

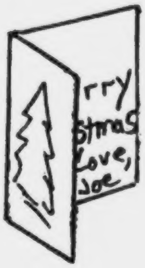
CONSTRUCTION:

Materials: Red, green paper; scissors; glue; markers or crayons; Christmas cards; large container (e.g., a box, plastic dishpan, etc.).

Teacher Prep: Prepare a large container with the fronts of old Christmas cards, cut red/green paper into 6" x 9" pieces.

PICTURE IF APPLICABLE:

PATTERN: N/A



REFERENCE:

RKF

Christmas Cards Continued

INSTRUCTIONAL AREA:

ECEE:

Learns that anything that can be spoken can be written

UNIT:

ACTIVITY SKILL:

Writes name
Pastes pictures on paper without overlap

OBJECTIVE:

TLW write his name.
TLW paste pictures on paper without overlap.

STUDENT DIRECTION:

inside their card) and sign their name (assist any child who cannot yet write his name).

TITLE: Christmas Chains

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Cognition-TS/P	Learns that groups or objects can be combined and separated to create new groups	

ACTIVITY SKILL:	OBJECTIVE:
Cuts along straight line	TLW use scissors and cut along a 6" line.
Pastes using index finger	TLW make a chain by using glue/paste to interlock loops.

STUDENT DIRECTION:

Talk about Christmas chains (that we make them by cutting strips of paper and then making loops or circles) - demonstrate. Pass out sets of red and green paper; instruct them to use their scissors and cut all their strips first. Next, have them sort their strips into two piles by color and name the colors. Then, let them glue them together making one loop at a time go into the preceding loop. Support their patience by telling them that it takes a few minutes for the glue to stick and to not get in a hurry. For more advanced children, instruct them to put their chains together alternating colors - red, green, red, green. Hang up a picture of red-green-red-green to give them a visual reminder. When they have completed their chain, be sure to write their name inside an end loop. Later in the day, let each child use his chain to

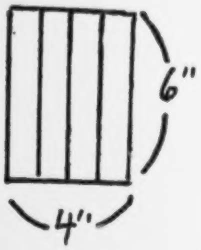
CONSTRUCTION:

Materials: Red and green paper; glue or paste; scissors; one large piece of manila paper.

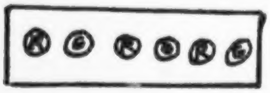
Teacher Prep: Using 4" x 6" sheets of paper (2 red and 2 green) draw lines 1" apart lengthwise for each child (see A below); make a picture of a red-green-red sequence using colored circles on a strip of paper - approx. 6" x 18" (see B below).

PICTURE IF APPLICABLE:

A



B



PATTERN:

N/A

REFERENCE:

RKF

Christmas Chains Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Develops visual perception	

ACTIVITY SKILL:	OBJECTIVE:
Sorts by color	TLW sort red and green strips by color.
Forms a pattern of two repeatedly	TLW form a pattern of red-green-red-green repeatedly.

STUDENT DIRECTION:

help decorate the tree or windows.

Visual Arts

TITLE: Christmas Tree With Glitter Tinsel and Painted Ornaments

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Cognition-TS	Learns that the environment can be observed, manipulated and tested	

ACTIVITY SKILL:	OBJECTIVE:
Cuts out simple picture	TLW cut out a tree following a line.
Identifies colors by name	TLW identify 3 colors by name.
Follows simple directions	TLW follow directions to paint with a Q-tip.

STUDENT DIRECTION:

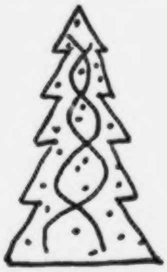
Talk about Christmas trees? (their color, their basic shape); tell the children they will get to make and to "decorate" their own tree. Pass out trees (name color) and instruct children to cut them out. Then, tell them they are going to put some shiny "tinsel" on their tree (have them say "tinsel"); pass out strings (2 per child) and instruct them to dip one string at a time in the glue and arrange them on their tree - be sure the tree is on a tray or newspaper; then use the spoon to shake glitter on top of it (shake excess glitter off onto a tray or newspaper to be saved for later). Finally, present the paints - ask them to name the colors; then tell them they may add the "ornaments" by using the Q-tips and gently dipping them into the paint and dotting them on their tree (demonstrate how to dip Q-tip into paint, wipe on side of container to

CONSTRUCTION:

Materials: Green paper; string (or yarn); glue; glitter; paint (at least 3 colors); Q-tips; small shallow containers for paint and glitter; tree pattern; scissors; trays or newspaper; 2-3 spoons; pencil.

Teacher Prep: Outline tree on green paper (1 per child) (precut only the trees of children who cannot cut); cut 2 pieces of string approx. 12" long per child; put paint into containers; put glitter into containers.

PICTURE IF APPLICABLE:



PATTERN:

REFERENCE:

RKF

EC/ESC/10/84

Christmas Tree With Glitter Tinsel and Painted Ornaments Continued

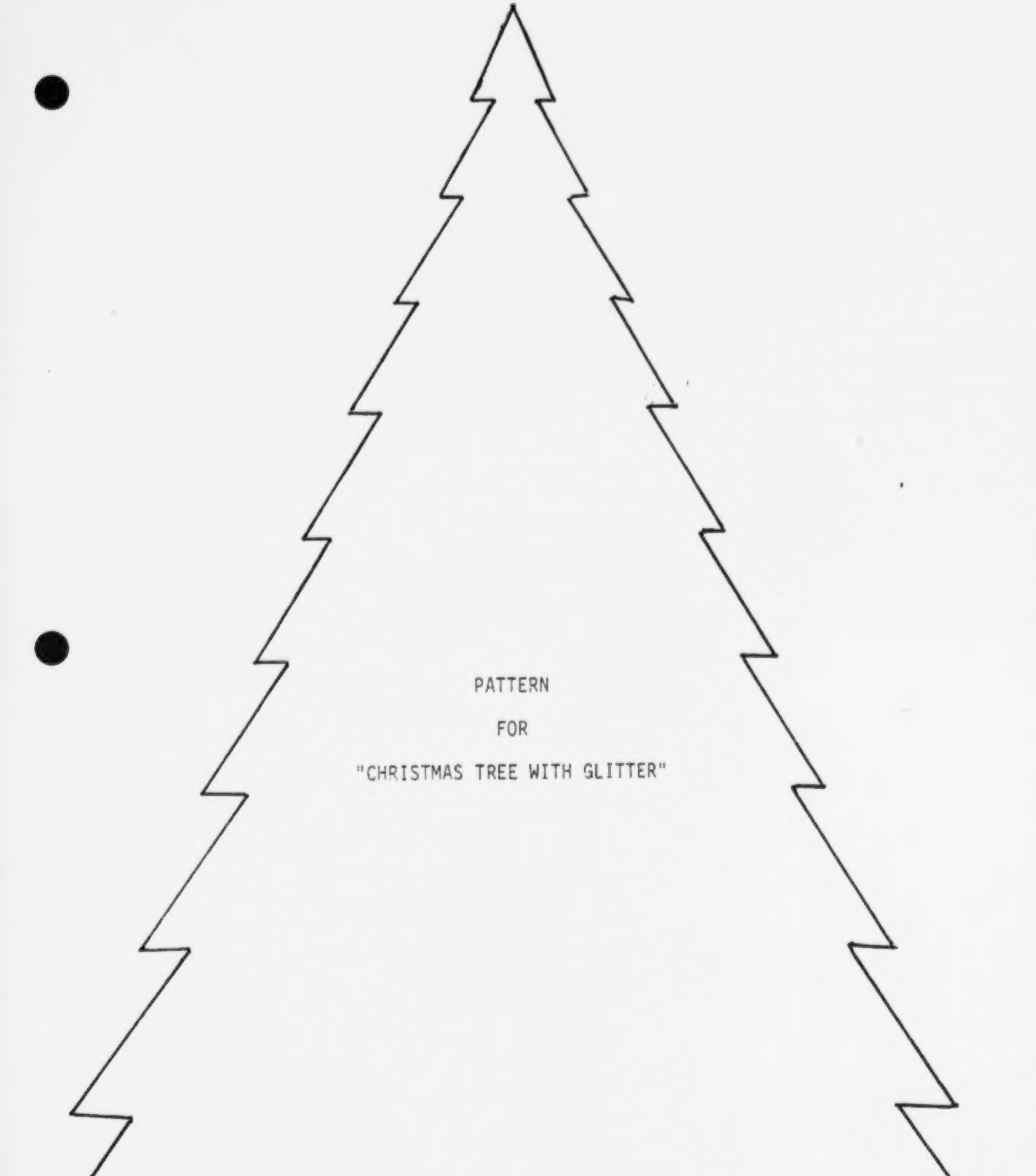
INSTRUCTIONAL AREA: ECEE: UNIT:

Social/Emotional Learns to work independently

STUDENT DIRECTION:

prevent drips, then "dot" onto tree - *Note: be sure to have several Q-tips beside each paint container and explain that they are not to mix the paints).

When they have finished, save all the excess glitter possible by returning it to the original containers.



PATTERN

FOR

"CHRISTMAS TREE WITH GLITTER"

TITLE: Circle Template Elephant

INSTRUCTIONAL AREA:

Motor-Fine
Social/Emotional

ECEE:

Learns to use eyes & hands together
Learns about body parts

UNIT: (See Section I)

Zoo Animals

ACTIVITY SKILL:

Traces around a circle
Colors inside line
Touches & names body parts on picture

OBJECTIVE:

TLW trace around a circle template.
TLW color inside a circle.

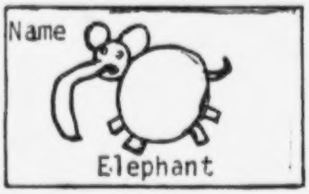
STUDENT DIRECTION: Talk about elephants (Where can we see them?--zoo. What size are they?--very big. What do they eat?--peanuts and hay. What do we call their nose?--trunk. What covers their body?--thick wrinkled skin.). Tell them they will make their own elephant. Explain that first they will draw the body using a stencil/template. Hold it up and ask what shape it is (circle); let each child use his index finger to trace around the circle. Next, pass out paper, stencils, pencils--show them how to hold the stencil and draw a big circle for the body. Then tell them to draw a head and ask what goes on the head--ears, eyes and trunk. Then ask what he needs to walk with--feet. How many (count)--four. Finally, talk about his short tail They may color him with their black crayon lightly to make gray. (Name color) Write the word "elephant" on each paper and let them "read" it.

CONSTRUCTION:

Materials: 8" circle stencils/templates, pencils, black crayons, large manila paper, elephant picture.

Teacher Prep: Locate elephant pictures and print names on papers.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

Circle Template Elephant Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Cognition-TS	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Name circle shape	TLW touch and name simple body parts. TLW name circle shape.

TITLE: Coffee Ground's Bear

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine Cognition-P/TS Social/Emotional	Learns to use specific hand movements with ease and dexterity	Teddy Bears/Forest Animals Zoo Animals

ACTIVITY SKILL:	OBJECTIVE:
Uses pincer grasp	TLW use pincer grasp to pick up coffee grounds. TLW touch coffee grounds and describe how they feel.

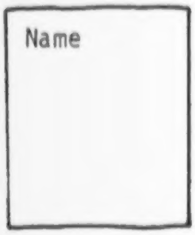
STUDENT DIRECTION: Talk about bears--(where they go to sleep--den, what is it called when the bear sleeps a long, long time--we say the bear will "hibernate" in his den). Pass out the bear papers. Ask child to name, as you point to the body parts; then ask how many arms/legs/ears. Let them add facial features. Then ask what the bear needs to cover his body--fur. What sound does a bear make (neigh, neigh? baa baa? growl!) Tell the children they will be using some coffee grounds to give their bear fur. Let them smell the coffee grounds and tell you about the smell; then let them touch the coffee grounds and tell you how they feel. Explain that if they want their bear to have a lot of fur they will need to put a lot of glue all over him and then "sprinkle" on some grounds with their fingers (assist as necessary). Don't worry about trying not to get glue and grounds on the face. When the grounds have "set" onto the glue, help them let the excess fall off onto the tray. Repeat with glue if needed.

CONSTRUCTION:

Materials: 2 metal trays, (i.e., small cookie sheets, etc.) small manila paper, glue and coffee grounds, black crayons or markers, or thin cardboard (i.e., from shirts, tagboard, etc.)

Teacher Prep: Print children's name on upper left corner, use pattern to trace bear on paper or cardboard for each child. *You need to plan ahead for this activity so you can save (and let dry) used coffee grounds (from home or work)—two cups of coffee grounds should be adequate for ten children.

PICTURE IF APPLICABLE:



PATTERN:

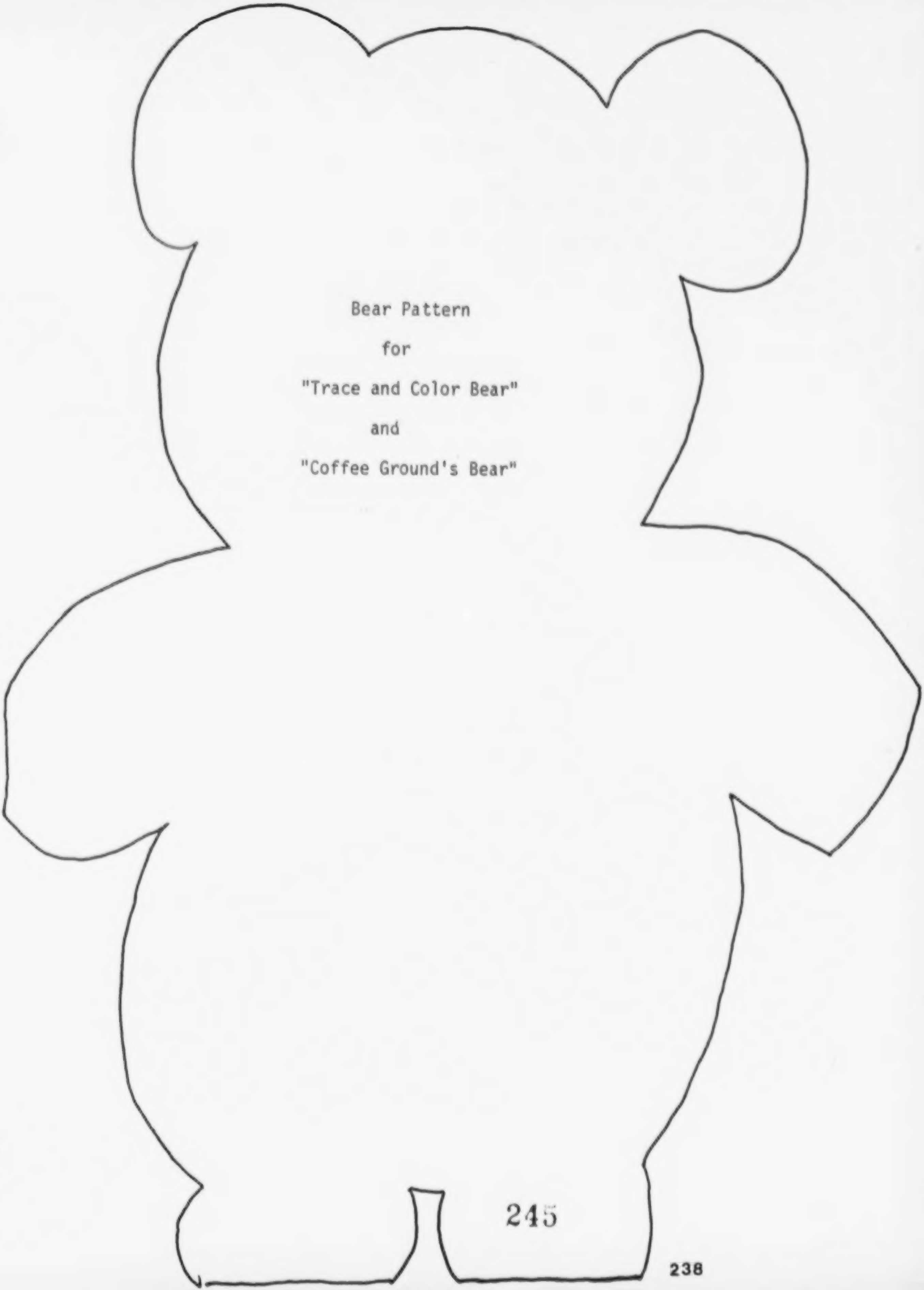
See page.

REFERENCE: RKF

Coffee Ground's Bear Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Develops tactile perception Learns that the environment can be observed and tested Learns about body parts	

ACTIVITY SKILL:	OBJECTIVE:
Explores tactile material Tells if smell is sweet/pungent Touches and names body parts on picture	TLW smell coffee grounds and describe how they smell. TLW touch and name simple body parts and facial features.



Bear Pattern

for

"Trace and Color Bear"

and

"Coffee Ground's Bear"

TITLE: Cutting Autumn Leaves

INSTRUCTIONAL AREA:
Motor-Fine
Cognition-P/TS
Communication-RL

ECEE:
Learns to use the eyes & hands together
Develops visual perception

UNIT: (See Section I)
Autumn

ACTIVITY SKILL:
Cuts following a curved line
Names colors
Counts 1-4
Follows simple directions with paper and pencil

OBJECTIVE:
TLW use scissors to cut following a curved line.

STUDENT DIRECTION: Talk about the season, autumn--(it comes after summer, the weather begins to get a little cooler, the leaves turn colors and fall down from the trees.). Tell them they will make their own autumn tree with pretty colored leaves. Pass out tubes and brown markers. Explain that the tube is going to be the trunk of their tree--ask what color it should be (brown). Instruct them to color their "trunk" brown. Pass out the squares of paper. Let them name the colors, describe the shape, and count how many squares they have. Next, instruct them to find their red square and fold it one time; then, using a pencil, have them draw a curving or squiggly line (as shown in picture A). Have them cut on their line and unfold their leaf. Repeat with yellow, orange, brown squares. (be sure they name the colors again). Finally, have them count their "leaves" and then glue them anywhere they want on their autumn tree. Ask what we will have when all the trees are sitting together--a forest. Set in window.

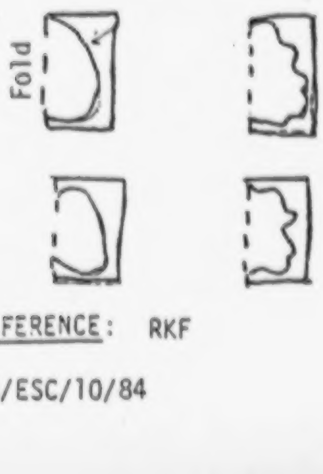
CONSTRUCTION:

Materials: Scissors, glue, red, brown, yellow, orange paper, paper towel tubes, brown marker and pencils

Teacher Prep: Print child's initials inside tube. Cut a 4" square out of red. brown, yellow and orange for each child

PICTURE IF APPLICABLE:

A.

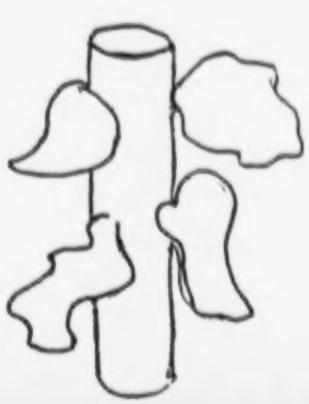


Pencil line drawn by child in any way he wants.

PATTERN:

N/A

B.



REFERENCE: RKF

Cutting Autumn Leaves Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns the concept of quantity
Learns to understand commands

ACTIVITY SKILL: OBJECTIVE:

TLW name the following colors: red, yellow, orange, brown.
TLW count to four.
TLW follow directions to fold his paper one time and to draw a curving line as demonstrated.

TITLE: Cutting For Stegosaurus

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Prehistoric Times
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Cuts out shapes	TLW use scissors to cut outlined shapes from paper.
Pastes using index finger	TLW paste/glue using his index finger.
Participates in group discussion	TLW participate in a discussion about dinosaurs.

STUDENT DIRECTION: Talk about dinosaurs (ask when they were alive - a very long time ago; were we alive? no; were any people alive? no; are there dinosaurs today; no; why not - what happened to them? a very bad ice storm came and all their food froze, then they froze and died.

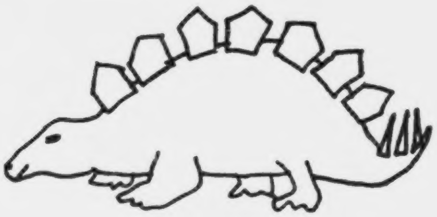
- Show a picture of Stegosaurus, ask his name; what does he eat - plants; how does he protect himself from the mean Tyrannosaurus - the "bony plates" on his back are hard and sharp and the "spikes" on his tail are like knives; so when Tyrannosaurus tries to bite him he gets stuck).
- Tell them they will get to make their own Stegosaurus; first they will need to cut out the "plates' for his back and the "spikes" for his tail (pass out "plates" and "spikes" to be cut); next instruct them to glue on the plates and points--have them tell you that the "bony plates" go on his back and the "spikes" go on his tail.

CONSTRUCTION:

Materials: Patterns; large, light-green or tan paper; scissors; glue; marker; book on dinosaurs

Teacher Prep: Cut one body for each child; outline a set (approx. 7) of "plates" and 3 sharp "spikes" for tail for each child to cut out.

PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE: RKF

Cutting For Stegosaurus Continued

INSTRUCTIONAL AREA: Cognition-TS

ECEE: Learns about people, places, space and events

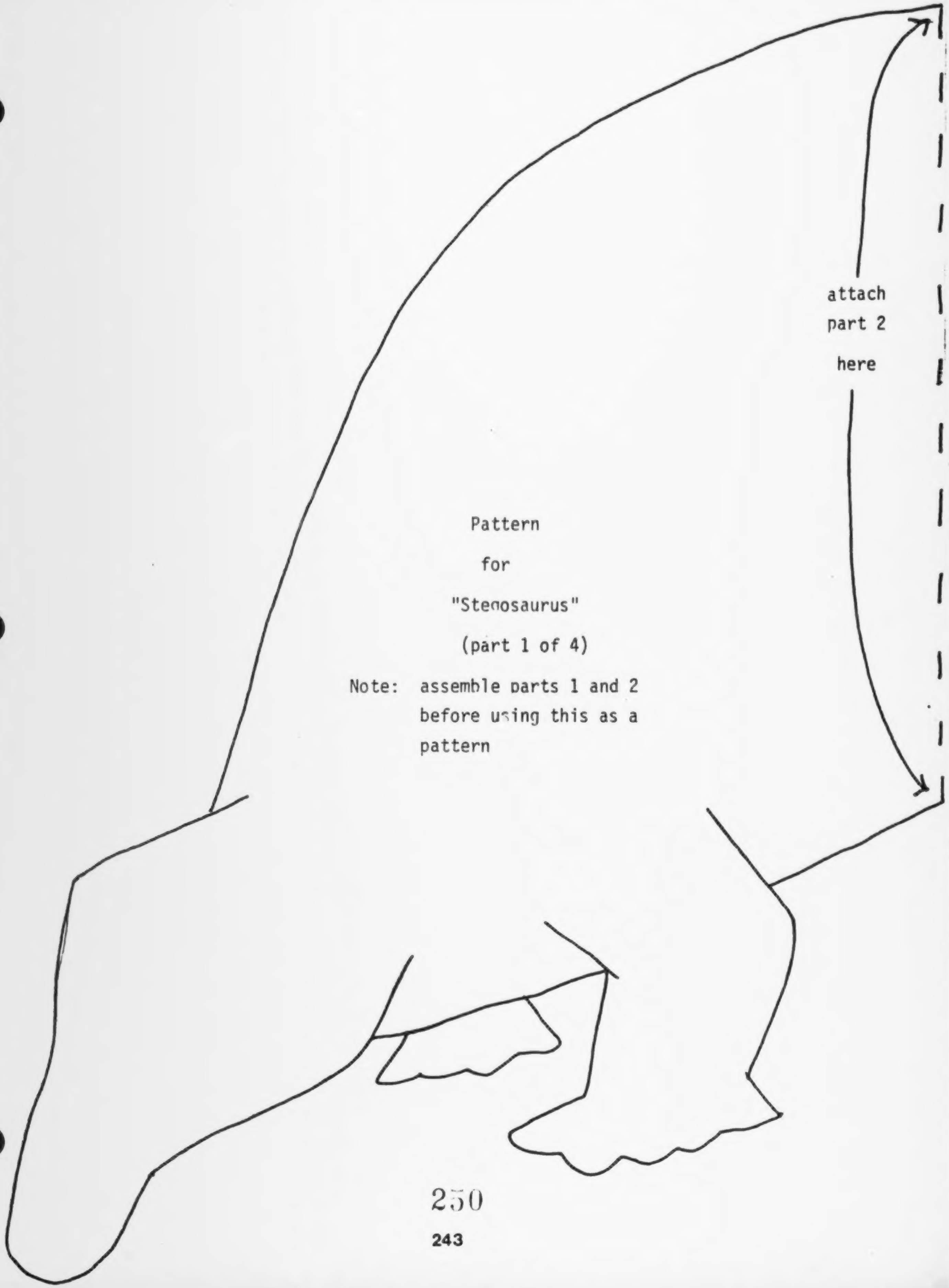
ACTIVITY SKILL: Touches and names own facial features

OBJECTIVE: TLW touch and name own facial features.

STUDENT DIRECTION:

- Last, using a marker, they can add facial features (ask them to point and name their own facial features first).

* Be sure they practice saying Stegosaurus a lot.



attach part 2 here

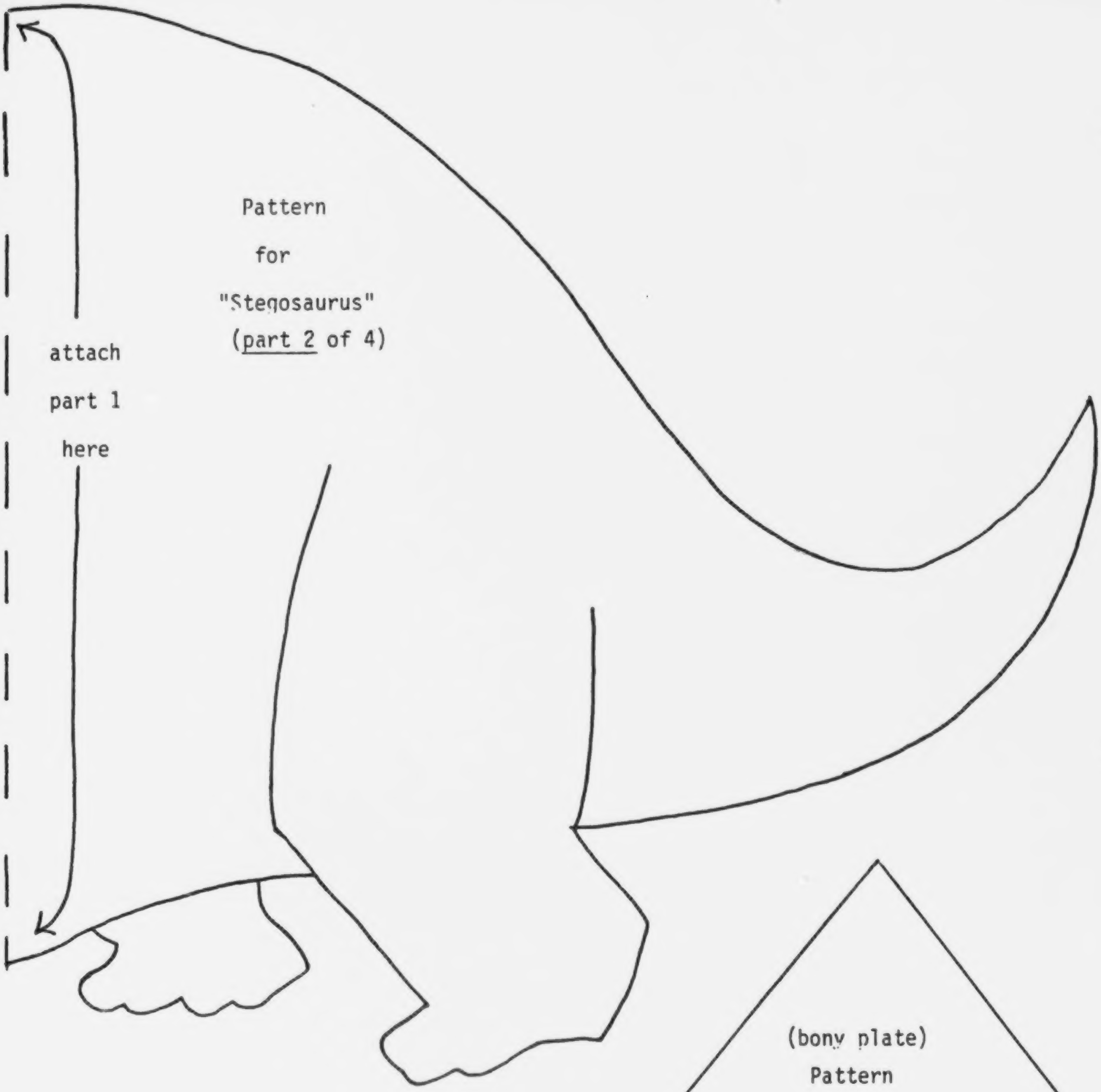
Pattern

for

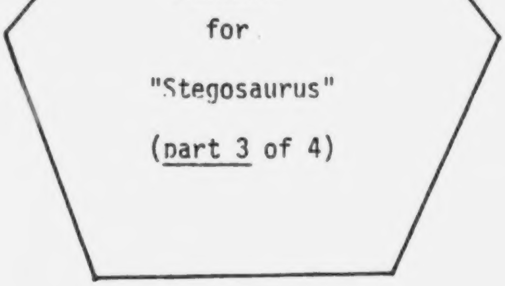
"Stegosaurus"

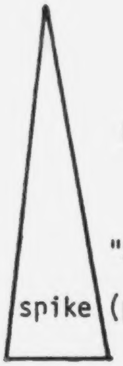
(part 1 of 4)

Note: assemble parts 1 and 2 before using this as a pattern


Pattern
for
"Stegosaurus"
(part 2 of 4)

attach
part 1
here


(bony plate)
Pattern
for
"Stegosaurus"
(part 3 of 4)



Pattern
for
"Stegosaurus"
(part 4 of 4)

TITLE: Cutting Out An Ocean

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Water Animals
Communication-EL	Learns the names, descriptions, and positions of objects	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW snip small strips of paper with scissors.
Pastes using index finger	TLW use index finger to glue/paste.
Uses word to describe position	TLW use the words "in" and "on" to describe position.

STUDENT DIRECTION: Talk about the various water animals (fish, whale, octopus, starfish, etc.), ask where they live (in the water - in a lot of water called the ocean) - tell them they will each make an ocean and put fish and whales in it.

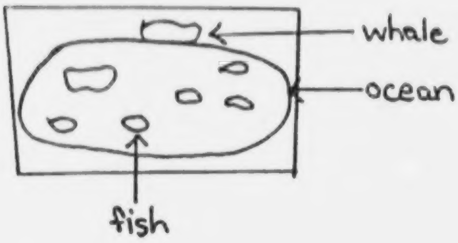
- Pass out blue paper, instruct them to cut out their ocean by staying on the line; then let them glue it on large manila paper.
- Pass out gray strips; instruct them to cut out their fish and whales (any way they wish) and glue them in their ocean (whales may be on the ocean too).
- Finally, be sure they can name "ocean", "fish" and "whale", and tell where they put their fish/whales (in/on the ocean).

CONSTRUCTION:

Materials: Scissors; glue; blue paper; gray paper; large manila paper

Teacher Prep: Cut 2 gray strips per child (approx. 2" x 8" and 3/4" x 8"); draw a large circle or oval shape on blue paper for each child (almost as large as the manila paper to be used--see below)

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

Cutting Out An Ocean Continued

ECEE:
Learns to participate in a conversation

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion about water animals.

TITLE: Drawing Zoo Animals and Making Bars on Cages

INSTRUCTIONAL AREA:
Motor-Fine
Communication-EL

ECEE:
Learns to use specific hand movements with ease & dexterity
Learns to use the eyes & hands together

UNIT: (See Section I)
Zoo Animals

ACTIVITY SKILL:
Manipulates rubber bands
Draws a zoo animal
Names zoo animals in pictures

OBJECTIVE:
TLW put 5 rubber bands around a small box.
TLW draw recognizable zoo animal.
TLW name 8 zoo animals when seen in pictures.

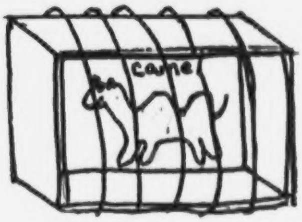
STUDENT DIRECTION: Review names/pictures of zoo animals (hold up pictures, have child name them), and where they stay (cages) and why (because they are "dangerous"--they would bite or bother people; or (also, some of the animals could not get food for themselves, so they would get hungry and die). Pass out boxes explaining that they are empty cages. Instruct the child to draw a zoo animal inside. Pass out markers--have him tell you about his animal (name, size, sound it makes, color, body covering, etc...). Finally, pass out rubber bands and demonstrate how to put them around the boxes for "bars" on the "cage". Set all the cages together in one place (i.e., window sill, table, etc...) and make a sign that says, "This way to the Zoo."

CONSTRUCTION:

Materials: Small boxes, (could use bottom half of milk cartons with a small square of manila paper glued inside), rubber bands (5) per child, markers, pictures of zoo animals.

Teacher Prep: Gather boxes and print child's name on back; if using milk cartons, cut off tops and glue in small piece of manila paper.

PICTURE IF APPLICABLE:



PATTERN:
N/A

REFERENCE: RKF

TITLE: Easter Egg Chick

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor Fine	Learns to use the eyes and hands together	Easter
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW use scissors to cut on a curved line.
Asks meaning of new or unfamiliar words	TLW tell that the word "hatching" means a baby bird or animal coming out of an egg.

STUDENT DIRECTION:

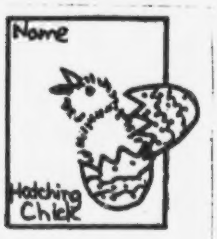
Talk about Easter (rabbits, baskets, eggs) - ask if anyone knows what the word "hatching" means. Tell them that some animals and baby birds "hatch" out of an egg (ducks, birds, fish, dinosaurs, chickens, turtles, alligators). Explain that "hatching" is the way these babies are born. Encourage them to say the word "hatching". Tell them that at Easter we see baby "chicks" hatching out of eggs, and that they will be making their own egg and chick. Pass out purple "eggs" (name shape and color). Instruct them to decorate their egg (using markers/ crayons) to make it pretty for Easter, and then cut it out, following the line on the outside (have them trace this line with their finger first). After cutting out the egg, instruct them to cut their egg in 2 pieces (because it

CONSTRUCTION:

Materials: Yarn or brads; small manila paper; crayons (or markers); scissors; hole-punch; purple paper; reinforcements.

Teacher Prep: Outline egg shape and zig-zag on purple paper for each child; print name on small manila sheet; also, cut a small piece of yarn for each (unless you're using brads).

PICTURE IF APPLICABLE:



PATTERN:

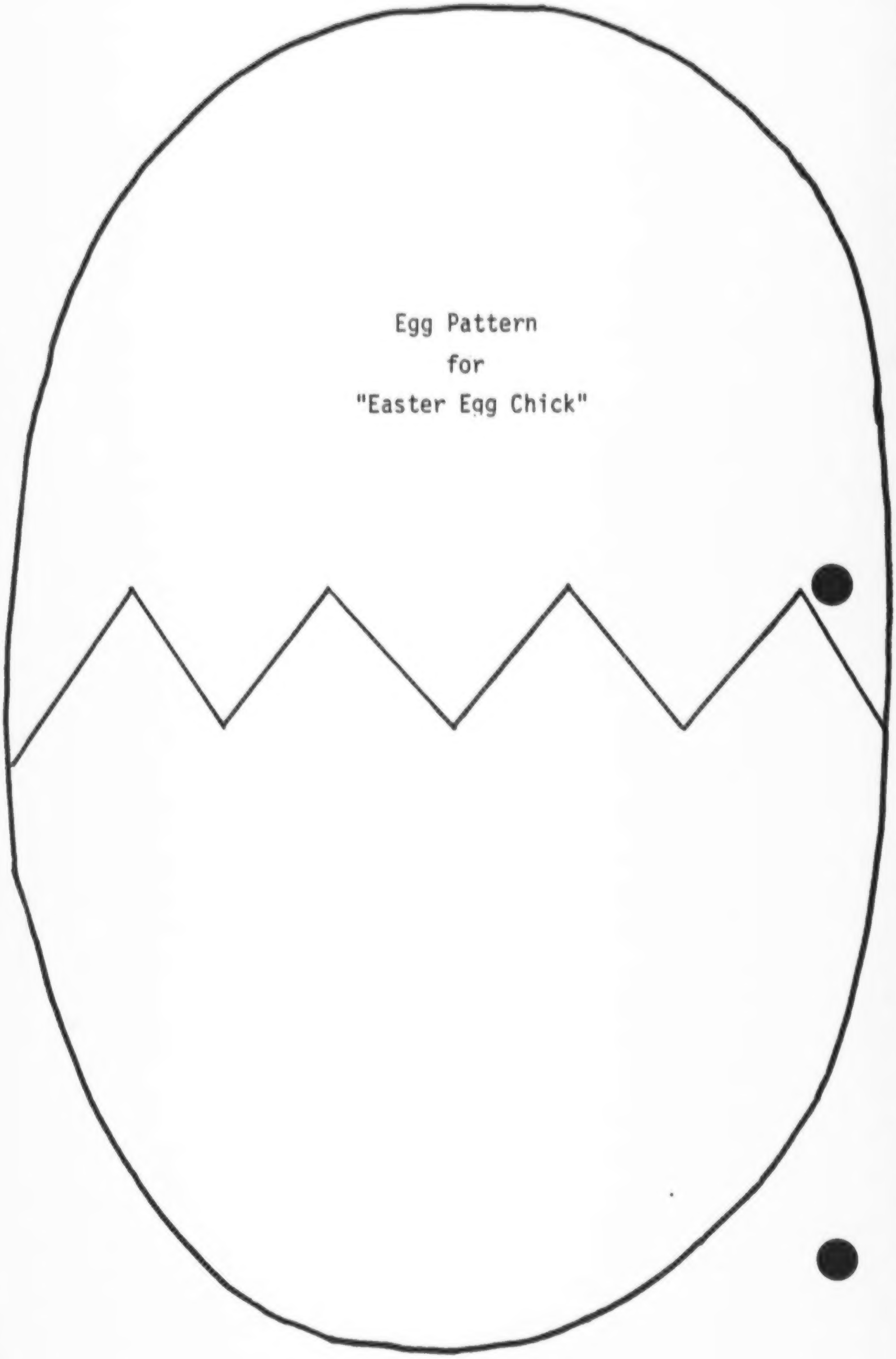
See page.

REFERENCE:

RKF

Easter Egg Chick Continued

is "hatching"), being careful to follow the zig-zag line. Next, show them how to glue half of their egg on the bottom of their paper, close to one side.


Egg Pattern
for
"Easter Egg Chick"

TITLE: Easter Egg Mobile

INSTRUCTIONAL AREA:
Motor-Fine
Cognition-TS
Communication-RL

ECEE:
Learns to use the eyes and hands together
Learns the concept of quantity
Learns to understand questions and commands

UNIT: (See Section I)
Easter

ACTIVITY SKILL:
Cuts following a curved line
Says numbers 1-5 in correct sequence
Follows three simple directions (up, down, across) with paper and pencil

OBJECTIVE:
TLW use scissors to cut on a curved line.
TLW count 5 objects.
TLW move his finger correctly on the paper as he says "up-down".

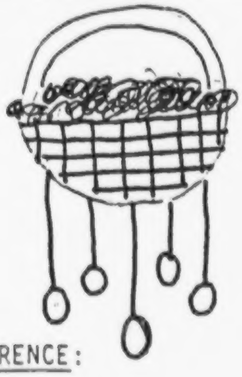
STUDENT DIRECTION:
Talk about Easter--ask what the rabbit hides (Easter eggs)--ask, when we hunt for Easter eggs, where do we put them when we find them (in a basket). Tell them they will be making a mobile (something that hangs up and turns around in the air). It will be an Easter basket with Easter eggs. Pass out basket (name color), instruct them first to draw lines going across (on both sides of) their basket (have them practice with their finger, saying "across", before they draw the lines). Next, tell them to make lines going up and down on their basket (encourage them to practice with their finger first, saying "up-down"). Then pass out eggs (count them and name colors, you may also wish to have them name the shape--oval), and instruct them first to cut out their eggs, then to be like Easter rabbits and decorate their eggs (both sides), using marker/crayon. Let them punch one hole in each egg,

CONSTRUCTION:

Materials: Yellow paper; any color yarn; markers or crayons; hole-punch; scissors; Easter grass; reinforcements (optional); red, orange, purple, green, blue paper; patterns.

Teacher Prep: Cut out one yellow basket per child; outline five eggs per child; (red, orange, blue, green, purple); cut out five pieces of yarn per child as follows 1 = 12", 2 = 10", 2 = 8"; punch five holes in bottom of basket (add a reinforcement to each hole if desired); tie the 12" yarn on the middle hole, the 10" pieces on the outer holes and the 8" pieces on the other holes; print child's name on basket handle.

PICTURE IF APPLICABLE:



PATTERN:
See page.

REFERENCE:
RKF

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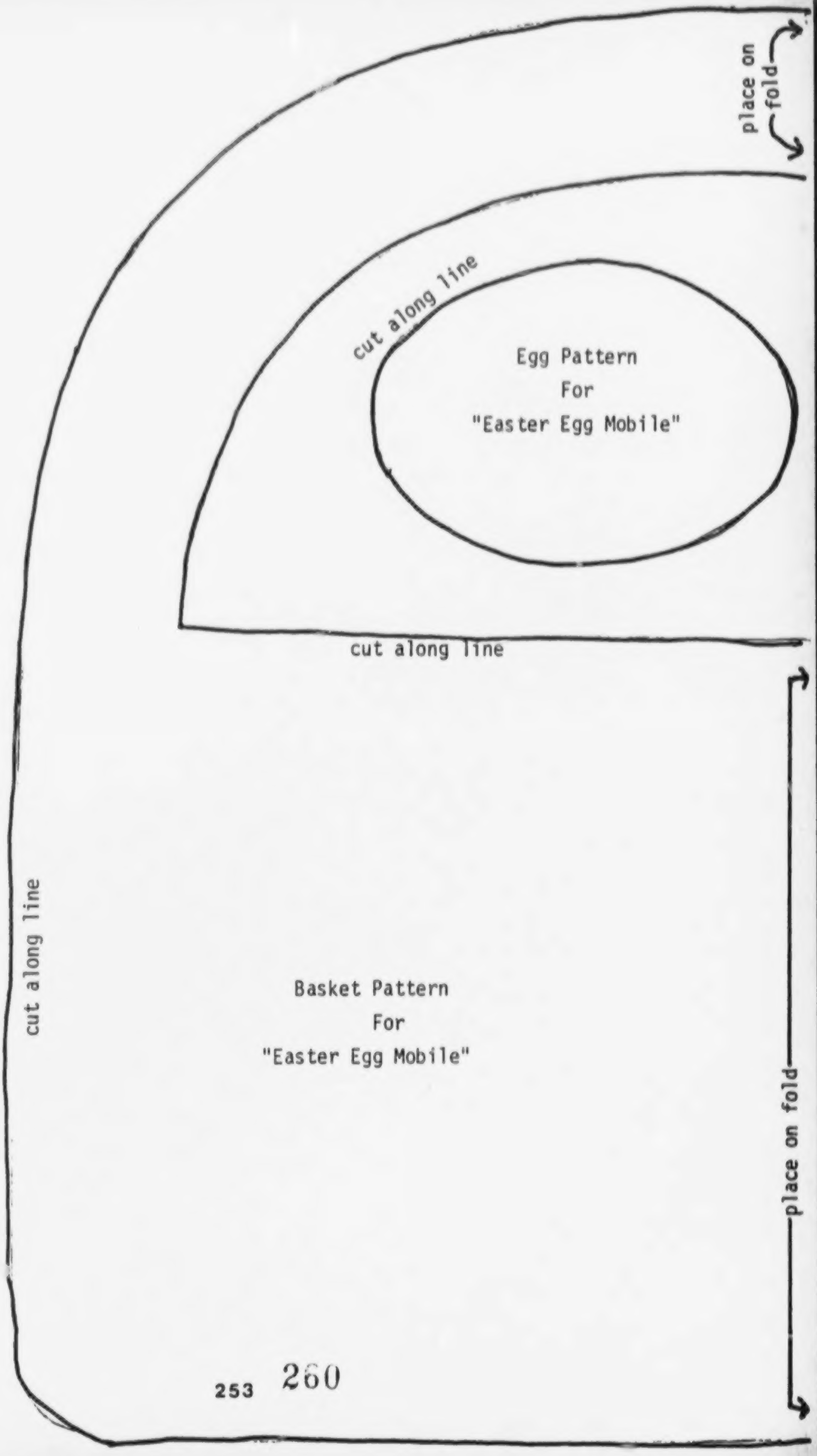
EASTER EGG MOBILE

STUDENT DIRECTION CONTINUED: add reinforcemnts if desired, and tie onto basket. Finally, let them glue Easter grass (name color) in their basket. Hang in windows or from ceiling.


place on fold
cut along line
Egg Pattern
For
"Easter Egg Mobile"
cut along line
cut along line
Basket Pattern
For
"Easter Egg Mobile"
place on fold

TITLE: Eggs In The Hen's Nest

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor - Fine	Learns to use eyes and hands together	Farm Animals
Communication - EL	Learns the names and descriptions of objects	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces off of a strip of paper.
Says animal name when shown picture	TLW cut on short lines.
	TLW name hen and rooster when seen in a picture.

STUDENT DIRECTION:

Talk about chickens (show pictures). Ask the names of each and what they say (hen--cluck, cluck; rooster--cock-o-doodle-do; baby chicks--peep, peep). Ask where some chickens live (on a farm). Ask what comes from chickens (eggs). Explain that the hen lays eggs in a nest and sits on them to keep them warm until they "hatch". Pass out brown ovals (name color and shape) and scissors. Instruct children to make a "nest" by cutting on the lines around the edge to make a fringe. Pass out white strips (name color). Instruct them to cut them into a lot of "eggs". Finally, have them glue the nest on the manila paper, glue eggs in the nest, and use markers or crayons to color the hen (they may also want to draw a rooster and chicks). Show them how to bend up some of the fringe so that the nest looks "lived in".

CONSTRUCTION:

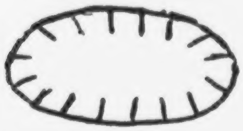
Materials: White and brown paper, small manila paper, scissors, markers or crayons, glue, chicken pictures.

Teacher Prep: Cut 2 strips of white paper (1½" x 8") per child. Cut 1 brown oval (6" wide) per child and draw short lines from the edge (see A below). Locate pictures of chickens (include hen, rooster, chicks, and eggs if possible).

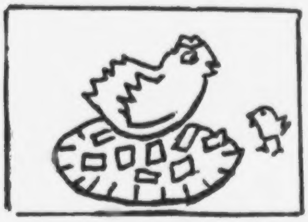
PICTURE IF APPLICABLE:

PATTERN: N/A

A.



B.



REFERENCE: N/A

RKF

TITLE: Eggs In The Nest - Bird On The Nest

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Birds
Cognition-TS	Learns the concept of quantity	
Communication-RL	Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW use scissors to cut out large and small ovals.
Recognizes how many	TLW count 5 eggs and tell how many.
Comprehends location words	TLW follow directions - bottom, in, on, over.

STUDENT DIRECTION:

Talk about nests (ask what they are for - birds build them to put their eggs in; ask what they are made of - grass, twigs, straw, paper, cotton, etc.).

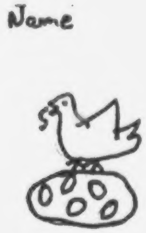
- Tell the children they will each make a nest and put eggs in it.
- Pass out brown paper (ask them to name the color and shape) and scissors and instruct them to cut out their nest and glue it on the bottom of their paper.
- Pass out white paper (ask them to name color and shape) and instruct them to cut out the eggs and glue them in the nest. Let them each count and tell you "how many" eggs are in their nest.

CONSTRUCTION:

Materials: Brown, white paper; scissors; glue; string; markers; large manila (or other light-colored) paper

Teacher Prep: Outline 5 small ovals on white paper for each child; outline 1 large brown oval per child; print child's name on top left of paper.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

Eggs In The Nest-Bird On The Nest Continued

STUDENT DIRECTION:

- Finally, instruct them to use the markers to draw a bird on/over their nest.
- Then, they may glue a short piece of string in the bird's mouth for a "worm".

TITLE: Flag

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	George Washington
Social/Emotional	Learns to work independently	
Communication-EL	Leanrsn to respond to books and poems read aloud	

ACTIVITY SKILL:	OBJECTIVE:
Cuts along straight line	TLW cut along a straight line.
Uses hole-punch	TLW use the hole-punch to make many small dots.
Pastes without overlap	TLW paste strips of paper and dots without overlap.

STUDENT DIRECTION:

Talk about George Washington (hatchet, cherry tree, honest, did not tell a lie, became first President of the United States, picture on dollar and quarter). Explain to them that there is a special flag that represents the United States today and that our President now is Ronald Reagan (or whoever). Tell them they will get to make their own flag (show real flag and talk about the stripes, stars and colors); pass out red paper (name color) and blue rectangle (name shape and color) and instruct them to cut on the lines. Next, pass out manila paper and instruct them to glue a red strip across the top and bottom first (see A below); then let them arrange the other strips, leaving "white" empty spaces between them and finally glue them down. Next, let them glue their blue rectangle in the top left corner (let them look at the real flag). Tell

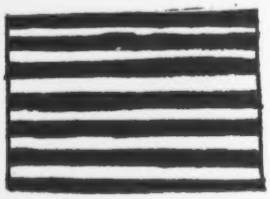
CONSTRUCTION:

Materials: Small manila paper, red, blue and white paper; scissors; glue; hole-punch; real flag

Teacher Prep: Use pattern to outline one blue rectangle (3 7/8" x 5 1/2") and seven strips (5/8" x 12") for each child; also, prepare a small piece of white paper for each child to use for punching holes.

PICTURE IF APPLICABLE:

A



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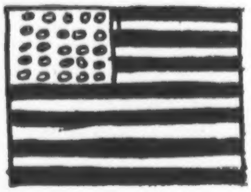

PATTERN:

See page

REFERENCE:

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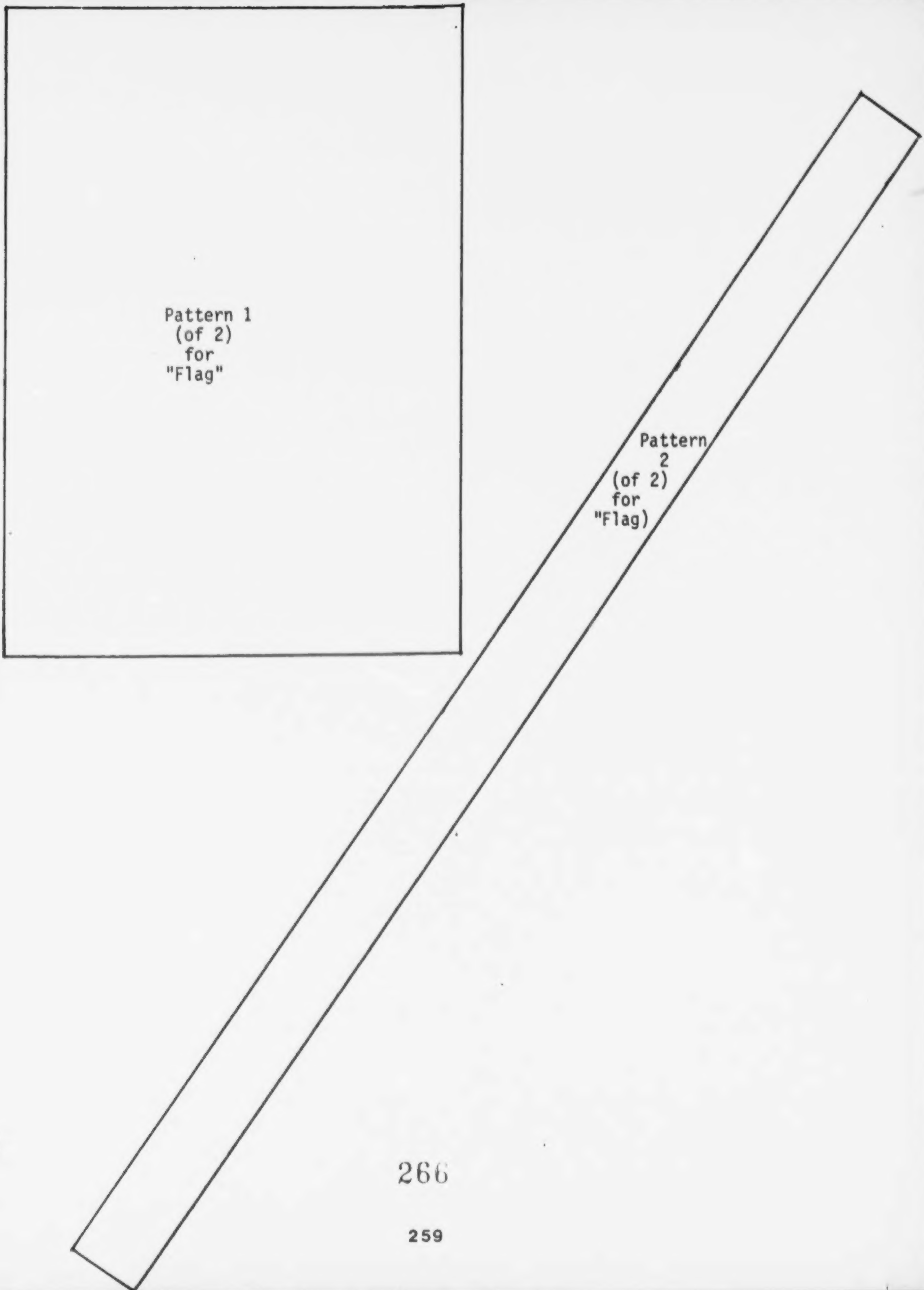
Flag Continued

ACTIVITY SKILL:	OBJECTIVE:
Completes a project	TLW make a paper flag.
Repeats simple poems	TLW say the "Pledge of Allegiance".

STUDENT DIRECTION:

them to make a lot of white stars by punching circles out of the white paper and then gluing them on the blue rectangle. (See B).
You may wish to conclude by saying the "Pledge of Allegiance" as a group and then letting each child say it individually.


Pattern 1
(of 2)
for
"Flag"
Pattern
2
(of 2)
for
"Flag)

TITLE: Flutophone Fun

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Making Music
Cognitive-TS	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Cuts out simple pictures	TLW cut out simple flutophone picture following a line.
Uses hole-punch	TLW use a hole-punch to punch at least ten holes.

STUDENT DIRECTION:

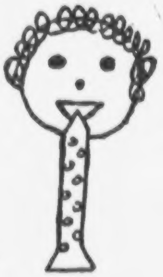
Talk about the flutophone (display the real one, if you have one)-ask what it is? (a musical instrument); ask how you play it? (do you hit it, shake it-no, you blow into it); what body part do you use when you blow? (mouth); describe what it looks like (long, skinny, many holes in it); what do you do with the holes? (you put your fingers on them); why? (to make the sound change); what do we call people who play musical instruments? (musicians); what do we call the person who tells the musicians how to play? (conductor).
Tell them they will each get to make a flutophone and a musician to play the flutophone. Pass out the flutophones (have them say the word) and instruct them to cut on the line. Then ask them what is missing on their flutophone (holes). Let them use the hole-punch to make holes on their flutophone.

CONSTRUCTION:

Materials: Paper plates; white (or yellow) paper; scissors; hole-punch; glue; black and red markers (or crayons); flutophone pattern; real flutophone (optional).

Teacher Prep: Outline one flutophone per child on white (or yellow) paper.

PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE:

Flutophone
RKF

267

Flutophone Fun Continued

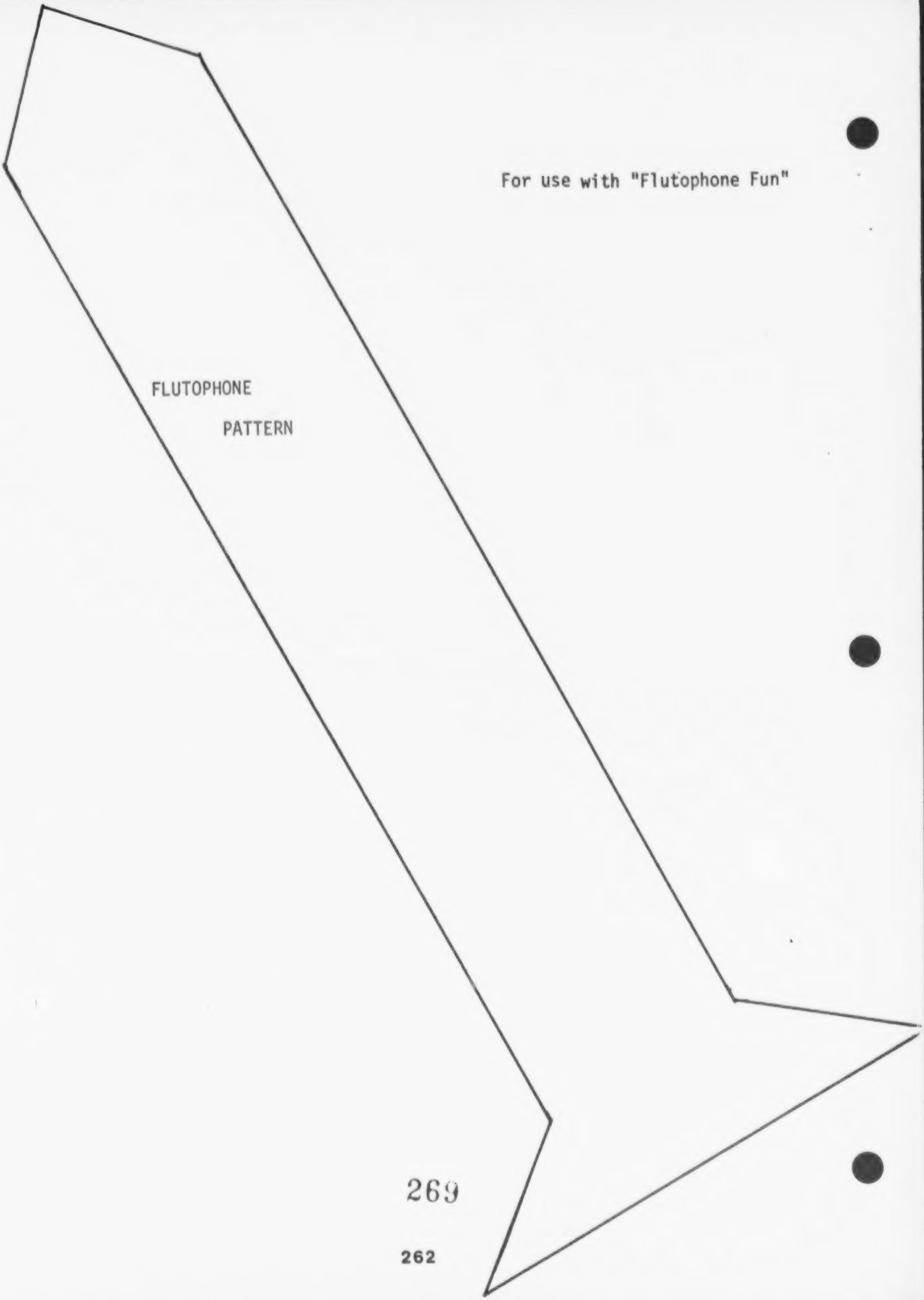
INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	Making Music

ACTIVITY SKILL:	OBJECTIVE:
Touches and names own facial features	TLW touch and name his own eyes, nose, ears, mouth and hair.
Participates in group discussion	TLW participate in a discussion about a flutophone .

STUDENT DIRECTION:

After they punch a lot of holes, have them use their red marker (or crayon) and draw around each hole-as close to the hole as possible-and very carefully. Next, give them a paper plate and tell them that it will be their musician's head. Ask them to tell you what they need to draw on the head (have them touch their own features as they answer-hair, eyes, nose, ears, mouth). Discuss the musician's mouth-since he will be playing the flutophone, should it be closed or open (open). Let them use their black marker (or crayon) to draw the facial features.
Finally, let them glue the top of the flutophone onto the musician's mouth. Encourage them to repeat the following sentence: "The musician is playing a flutophone."

For use with "Flutophone Fun"


FLUTOPHONE
PATTERN

TITLE: Flying Bat

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Halloween
Cognition-TS	Learns that the environment can be observed	
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW snip small pieces of paper with scissors.
Pastes without overlap	TLW paste small pieces of paper onto a larger piece without overlap.
Identifies colors by name	TLW name orange and black.
Participates in group discussion	TLW participate in a discussion about bats.

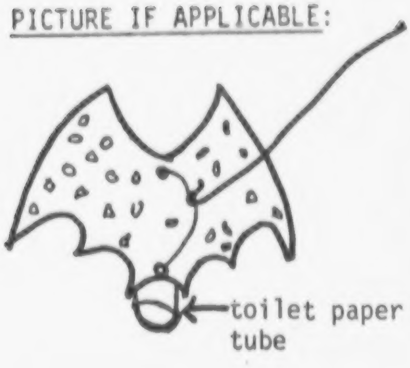
STUDENT DIRECTION: Talk about bats (what color are they, what do they do, what holiday do we think about them, when do they sleep, when do they fly); tell the children they will make their own bat that can fly. Pass out toilet paper tube, tell them that will be their bat's body; instruct them to color it black. Pass out bat's wings (name color) and tell them that the wings need some Halloween spots on them; pass out orange strips and ask what color they are; instruct them to use their scissors to snip small bits of orange and glue on their wings. Finally, punch 2 holes through the wings and body and thread/ tie yarn for child (one end of yarn should be long)--see picture.

CONSTRUCTION:

Materials: Toilet paper tubes; orange yarn; orange and black construction paper; hole punch; black markers or crayons; scissors; glue; bat wings pattern

Teacher Prep: Cut 1 black bat's wings per child (use pattern); cut 2 orange strips (approx. ½" X 8") per child; cut a 12" piece of orange yarn per child; print child's name inside toilet paper tube

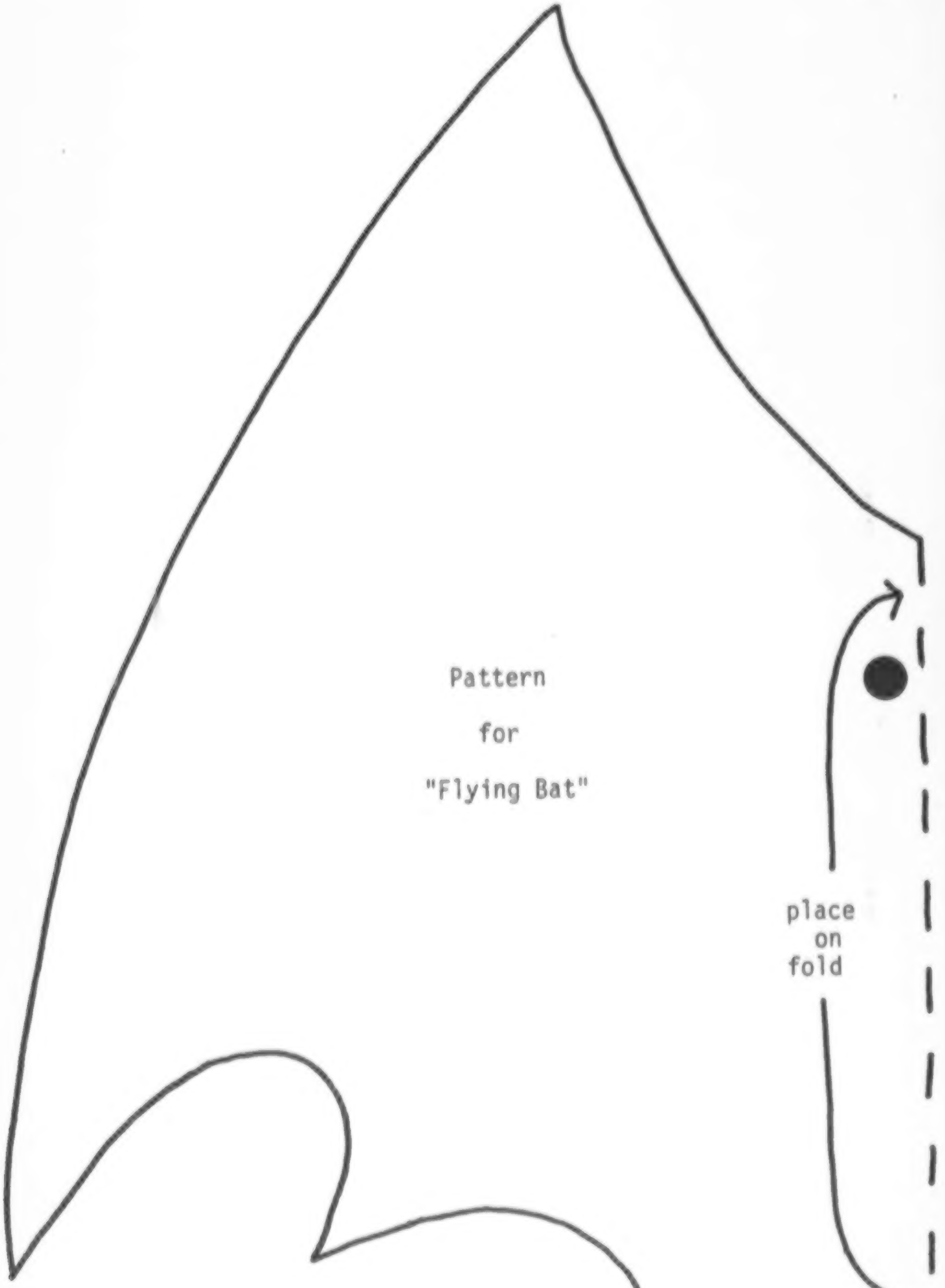
PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE: RKF


Pattern
for
"Flying Bat"
place
on
fold

Visual Arts

TITLE: Furry Squirrel

INSTRUCTIONAL AREA:
Motor-Fine
Cognition-P/TS
Communication-RL

ECEE:
Learns to use the eyes and hands together
Learns about people/animals
Learns to understand commands

UNIT: (See Section I)
Forest Animals

ACTIVITY SKILL:
Snips with scissors
Colors inside lines
Names color (brown)

OBJECTIVE:
TLW use scissors to snip on short lines to make a fringe.
TLW color inside the lines of a circle and an oval.

STUDENT DIRECTION:

Talk about squirrels (what color? - brown, where they live? - trees, hole in a tree, what they eat? - nuts), explain to the child that squirrels are small animals that have fur covering their body. When autumn comes, they work very hard finding nuts and taking them back to their tree to save for the winter when it will be very cold and there will be very little food available on the ground. Tell them they will make a squirrel, pass out the brown ovals, (name the shape and color), tell them this will be their squirrel's furry tail, instruct them to cut on the lines so the tail will look bushy and furry, then pass out the papers and let them glue on tails, color the body and head and add feet, hands and facial features, (be sure they name the various body parts). Then they may want to draw a nut in the hands.

CONSTRUCTION:

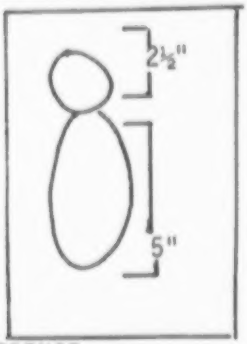
Materials: Small manila paper, brown paper, scissors, brown crayons, glue and squirrel picture.

Teacher Prep: On each child's paper, draw a brown oval for body and a brown circle for head on side of paper. (See picture A below.) Cut a larger brown oval for each child and using a pencil or marker draw short marks around the edge.

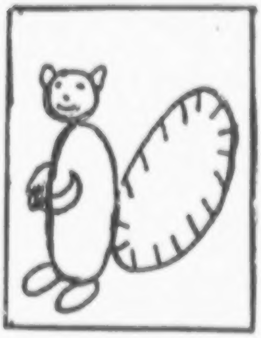
PICTURE IF APPLICABLE:

PATTERN:

A.



B.



REFERENCE:

RKF

EC/ESC/10/84

Furry Squirrel Continued

INSTRUCTIONAL AREA:

ECEE:
Develops visual perception

UNIT:

ACTIVITY SKILL:
Names body parts and facial features
Indicates understanding of directions despite background noise

OBJECTIVE:
TLW name the color brown.
TLW name facial features and simple body parts.

Visual Arts

TITLE: George Washington's Hat

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	George Washington
Communication-RL	Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Cuts circles from paper	TLW use scissors to cut out a circle by following a line.
Pastes without overlap	TLW paste small pieces on his hat without overlap.

STUDENT DIRECTION:

Talk about George Washington; ask them to tell you what they know about him (cherry tree, did not lie, first President of the United States). Tell them that men used to wear their hair long and pulled back in a pony tail; then, over their real hair they wore a white powdered wig; when George grew up he became a general in the army. He rode a horse and wore a special uniform and hat; after George Washington helped America win the war against England, he was elected President of the United States. Tell them they will get to make a hat similar to the one George Washington wore (ask them on what part of the body you wear a hat). Pass out paper (ask what color and what shape is drawn on it); instruct them to cut carefully on the line; then pass out red and green paper and tell them to cut out 6 (hold up a printed 6) little red

CONSTRUCTION:

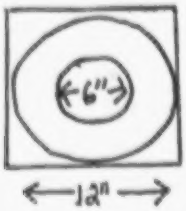
Materials: Large blue paper; scraps of red and green paper; black, red and green crayons; scissors; glue; stapler (optional); two 3x5 cards.

Teacher Prep: Outline a 12" diameter circle on blue for each child to cut; also, outline a 6" circle inside the other circle for you to cut after they have cut the large one (see A below). Have a red and green scrap ready for each child; print a red 6 on one 3x5 card and a green 4 on the other card.

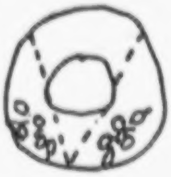
PICTURE IF APPLICABLE:

PATTERN: N/A

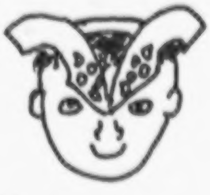
A.



B.



C.



Fold back on dotted lines.

REFERENCE:

George Washington's Hat Continued

INSTRUCTIONAL AREA:	ECEE
Cognition-TS	Learns the concept of quantity

ACTIVITY SKILL:

Carries out three simple directions	TLW follow directions to cut out cherries and leaves.
Makes a set of objects to correspond with a numeral	TLW cut out 6 cherries and 4 leaves after being shown the numerals 6 & 4.

STUDENT DIRECTION:

cherries and 4 (hold up a printed 4) little green leaves (you can be cutting out the inner circle at this time). After they have finished cutting, have them tell you how many cherries and leaves they should have and then let them count theirs. Have them correct any mistakes. Finally, (after you have cut out inside circle) let them glue the cherries and leaves on edge of hat (tell them to put 3 cherries and 2 leaves on each side); then draw on stems with black crayon.

Refer to picture "B" to see where the hats should be folded. The children wear them with the point to the front (I found it helpful to staple the two sides together at the point) - see picture "C".

TITLE: Heart Stack

INSTRUCTIONAL AREA:
Motor-Fine
Cognition-TS/P

ECEE:
Learns to use specific hand movements with ease & dexterity
Learns to use the eyes and hands together

UNIT: (see Section I)
Valentine's Day

ACTIVITY SKILL:
Folds paper
Traces around shape
Cuts following a curved line

OBJECTIVE:
TLW fold a square piece of paper in half.
TLW trace around a half-heart shape.
TLW cut on a curved line.

STUDENT DIRECTION:

Pass out the set of five colored squares to each child. Have them count and tell you how many they received. Also, ask them to name the colors. Tell them that they will each be cutting out five hearts, but it will be in a very special way. Instruct them to watch closely as you fold a square in half by matching the corners. Let them each choose one of their squares and fold it in half. Next show them how to put the fold on their left and place a template on the paper being sure the red line is on the fold, then carefully draw around the template. Finally, leaving the paper folded, demonstrate how to cut on the line. Unfold and display, the heart. Repeat this procedure as necessary until each child has cut out five different sized hearts. Ask them to name the shapes they made and to count them.

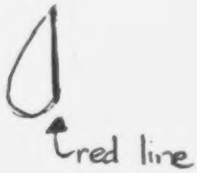
CONSTRUCTION:

Materials: Cardboard or plastic margarine lids, red and pink colored paper; pencils; scissors; large 18" x 24" manila paper; 5 half-heart patterns; red permanent marker; glue.

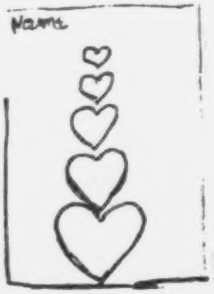
Teacher Prep: Cut at least one of each of the 5 half-hearts out of cardboard or plastic margarine lids (these will be the templates for the children to use for tracing); with a red permanent marker draw a line down the side of each template that is to be placed on a fold (see "A" below); using the red and pink paper, cut a set of 5 squares for each child (approx. 7" squares).

PICTURE IF APPLICABLE:

A.



B.



PATTERN:

See page.

REFERENCE: The Lollipop Learning Series: Scissor Magic (The Magic of Symmetrical Cutting)

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns that the environment can be observed, manipulated and tested
Learns about people, place, space and events
Develops visual perception

ACTIVITY SKILL:	OBJECTIVE:
Orders from big to little Lines up objects in a logical order Names shape-heart	TLW place five different sized hearts in order from big to little. TLW name the shape-heart.

STUDENT DIRECTION:

Give each child one large sheet of manila paper and have it placed vertically in front of him. Instruct them to find their biggest heart and put it on the bottom, then stack their other hearts over it ending with the smallest one on top. Demonstrate one time, then remove the model and let the children work independently. If a child is having difficulty, talk him through the activity by having him find the biggest and put it on the bottom, then look for the next biggest and put it on, etc. When he's finished, let him remove them and try it again independently. After each child has completed placing his hearts from big to little, allow them to glue them down one at a time beginning with the biggest.

Conclude the lesson by asking them one or more of the following:

Show me the biggest heart.
Show me the smallest heart.
Where is the biggest heart? (on the bottom)
Where is the smallest heart? (on the top)
Which heart is on the bottom? (the biggest)
Which heart is on the top? (the smallest)
Show me the heart in the middle.

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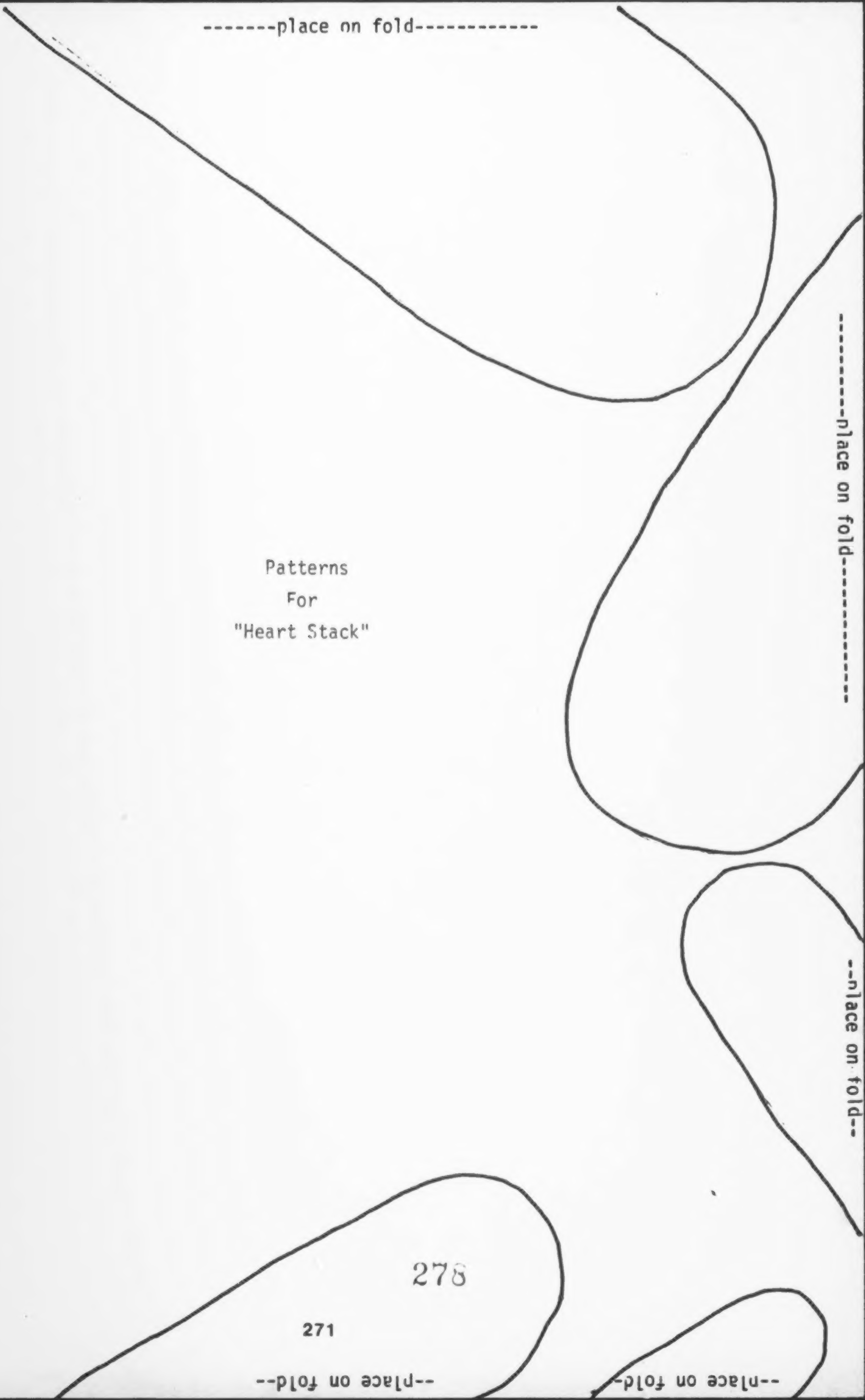
Patterns
For
"Heart Stack"


-------place on fold------------
----------place on fold--------------
--place on fold--
--place on fold--
--place on fold--

Visual Arts

TITLE: Hiding Nuts In A Tree

INSTRUCTIONAL AREA:
Motor-Fine
Communication-RL/EL
Cognition-P/TS

ECEE:
Develops visual perception.
Learns to use the eyes and hands together
Learns to participate in a conversation

UNIT: (See Section I)

Forest Animals

ACTIVITY SKILL:
Traces around shape; draws recognizable figure; answers questions; follows simple directions w/paper & pencil; names color (brown) & shape (circle)

OBJECTIVE:
TLW trace around small circle shapes.
TLW draw a squirrel.
TLW answer three questions about a squirrel.

STUDENT DIRECTION: Talk about squirrels. Ask what kind of animal it is? zoo, farm, no, they are forest animals). Where do they live? (in a cage, or in a box, or in the ground? no, in a tree). What part of the tree? (the leaves, or the branches? no, in a hole). What do they really like to eat? (nuts), where do they get their nuts? (at the store?--they find them on the ground), what do they do with their nuts when they find them (eat them all up? cook them?--they take them to the hole in their tree and store them for the winter (save them)--they might eat a few). Why do they save them? (because in the winter there might be snow or ice on the ground and that would hide the nuts so they couldn't see them, then there'd be nothing to eat). Tell them they will get to draw their own squirrel and help him store some nuts. Pass out paper and instruct them to trace the shapes (circles--name them) to make as many nuts as possible fit into their hole. Then instruct them to draw a squirrel and color their tree trunk brown (name color).

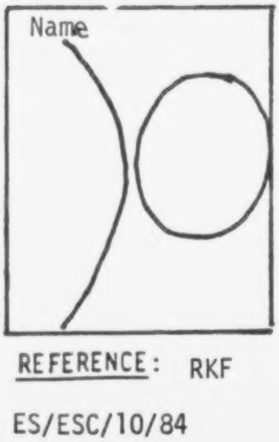
CONSTRUCTION:

Materials: Small manila paper, brown crayon, small circle shapes to trace, squirrel pictures (from book, magazine, etc...)

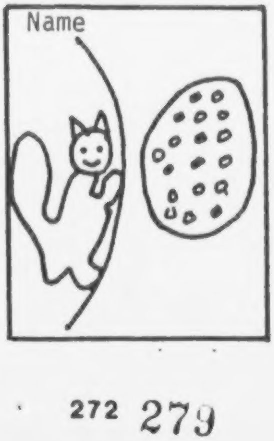
Teacher Prep: Find some small circle shapes (quarter, nickel, dime), draw basic tree shape and hole on paper (see picture A below), print child's name small at top left.

PICTURE IF APPLICABLE:

A.



B.



PATTERN:

N/A

REFERENCE: RKF

ES/ESC/10/84

Hiding Nuts In A Tree Continued

INSTRUCTIONAL AREA:

ECEE:

Learns to understand commands

UNIT:

ACTIVITY SKILL:

OBJECTIVE:

TLW follow directions to trace circle shapes inside the tree hole.
TLW name the color brown.
TLW name the shape - circle.

TITLE: Jack-O-Lantern

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes & hands together	Halloween
Cognition-TS	Learns about people, places, space and events	
Social/Emotional	Learns to work independently	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces of paper.
Cuts out simple pictures	TLW cut out a pumpkin.
Touches & names own facial features	TLW touch & name his own facial features.
Completes a project	TLW cut out a pumpkin & make a face on it.

STUDENT DIRECTION:

Talk about pumpkins (ask what shape and color), then ask how we make a Jack-O-Lantern (we put a face on the pumpkin), show pictures or real one; ask what holiday people make Jack-O-Lanterns for? Tell the children that they will first make a pumpkin and then turn him into a Jack-O-Lantern.

Pass out orange paper and scissors; instruct them to cut on the lines to make a pumpkin. When they finish cutting, ask again what the pumpkin needs to make him into a Jack-O-Lantern (a face) - have them touch and name their own facial features.

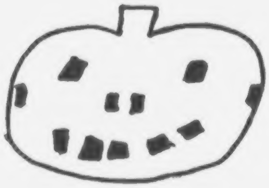
Pass out black strips and instruct child to cut them into small pieces; finally, tell them they may use the small black pieces to make a face on their pumpkin so that it can be a Jack-O-Lantern. Tell them that they don't have to use all the pieces, just enough to make a good face.

CONSTRUCTION:

Materials: Orange paper; black paper; scissors; glue; pattern; black marker; real pumpkin/Jack-O-Lantern or pictures (optional)

Teacher Prep: Use pattern and draw heavy black line with marker on orange paper (children will each cut out their own Jack-O-Lantern following the lines); cut 2 black strips approximately 1" x 8" per child; print names on back of Jack-O-Lantern.

PICTURE IF APPLICABLE:



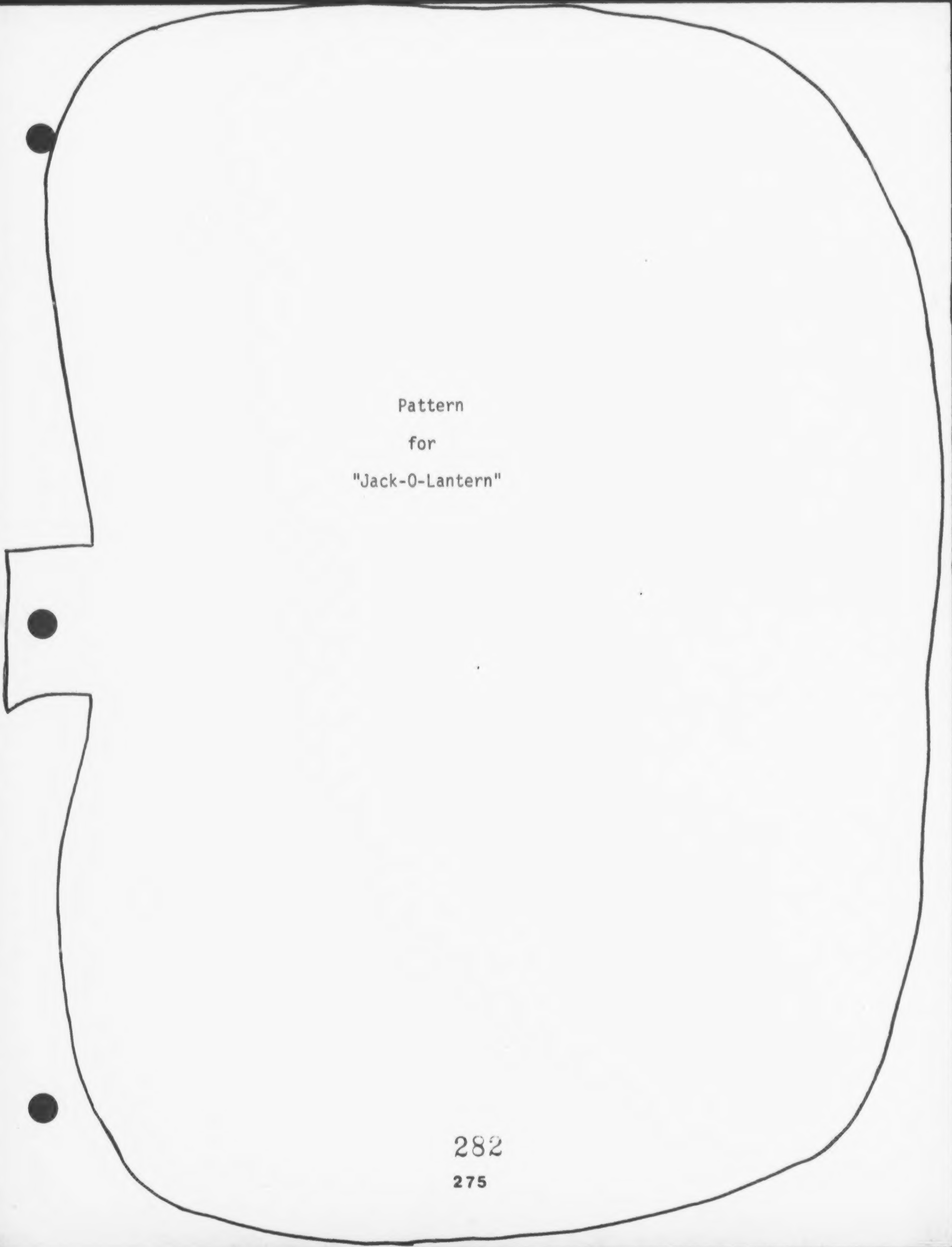
Sample only, each child's should be different

PATTERN:

See page

REFERENCE:

RKF



Pattern

for

"Jack-O-Lantern"

TITLE: Lacing A Gray Brontosaurus

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Prehistoric Times
Communication-EL	Learns to participate in a conversation	
Cognition-P/TS	Develops kinesthetic perception Learns about people, places, space	

ACTIVITY SKILL:	OBJECTIVE:
Sews through holes	TLW use yarn to sew in and out holes around a design.
Uses "ing" verb forms	TLW say, "I am sewing."
Refines eye-hand motor skills	TLW demonstrate "in" and "out" by saying and sewing at the same time.

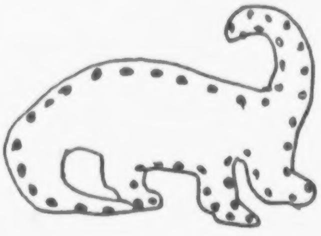
STUDENT DIRECTION: Talk about dinosaurs (they were very big; they lived a long time ago). Show picture of Brontosaurus (ask his name - Brontosaurus; what does he eat - plants; is he mean or nice - nice; what does he do when he's frightened-go into the water) Pass out individual dinosaurs and markers; ask them to say Brontosaurus again and tell you the color; next instruct them to color a face on their dinosaur; then "sew" in and out around their dinosaur (they may need 2 short pieces of yarn instead of 1 long piece); encourage them to say "in" and "out" as they sew, and also to tell you, "I am sewing."

CONSTRUCTION:

Materials: Yarn; hole punch; gray paper (or cardboard) dinosaur; markers/crayons; reinforcements; book on dinosaurs

Teacher Prep: Cut one large gray dinosaur per child; punch holes around edge (see below); cut one to two pieces of yarn for each child; put a reinforcement on both sides of one hole and tie on a piece of yarn to be ready for each child

PICTURE IF APPLICABLE:



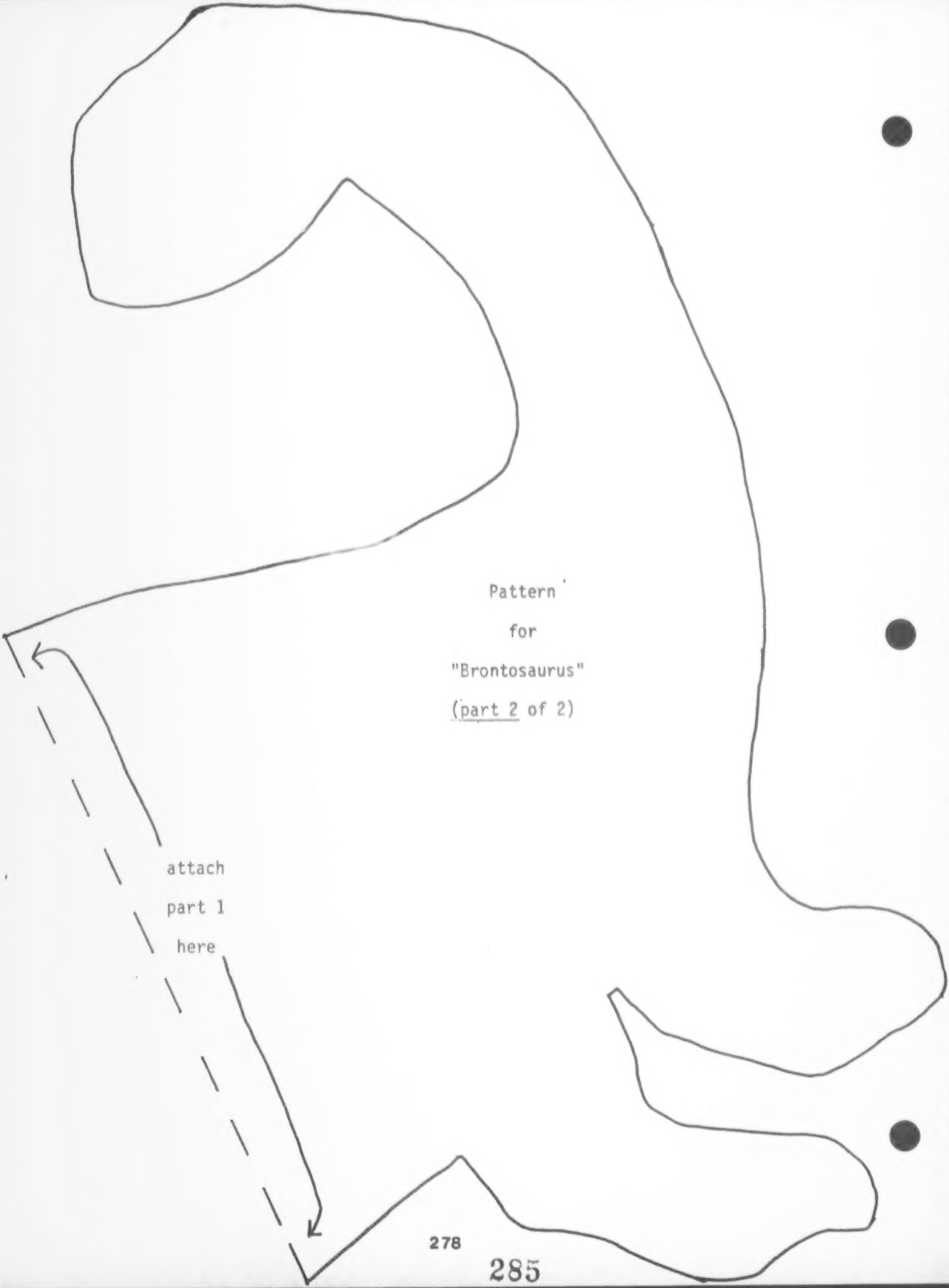
PATTERN:

See page

REFERENCE: RKF

Lacing A Gray Brontosaurus Continued

ACTIVITY SKILL:
Identifies in and out



Pattern

for

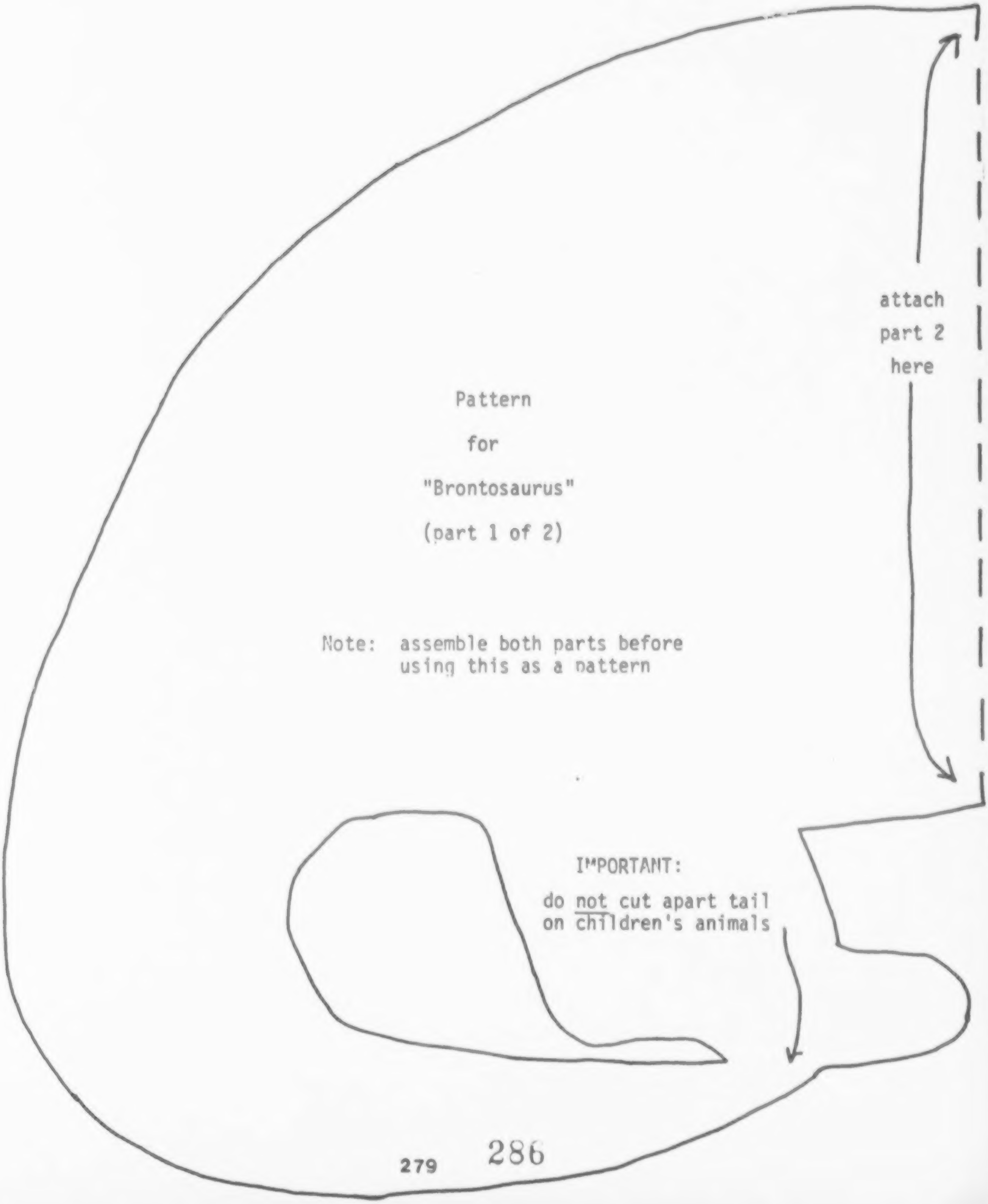
"Brontosaurus"

(part 2 of 2)

attach

part 1

here



attach part 2 here

Pattern

for

"Brontosaurus"

(part 1 of 2)

Note: assemble both parts before using this as a pattern

IMPORTANT:

do not cut apart tail on children's animals

TITLE: Lacing Stockings: What I Want Santa To Bring

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Cognition-P	Develops kinesthetic perception	

ACTIVITY SKILL:

Holds with one hand and operates with the other while "sewing"
Refines eye-hand motor skills

OBJECTIVE:

TLW use yarn to "sew" around a stocking.

TLW say "in-out" as he sews in and out around a stocking.

STUDENT DIRECTION:

Talk about Santa (what does he do? when; how; where) - Explain to the children that Santa Claus often puts special things in "stockings" (ask what a stocking looks like - a big sock). Tell them that they will get to decorate their own stocking and put pictures of things they want for Christmas on it too! Let children find which stocking is theirs by reading their name; then instruct children to decorate their stocking by: (1) "sewing" in and out around the edge - as they sew, have them say, "in-out-in-out"; add a second or third piece of yarn and reinforcements when necessary; (2) have them glue cotton at top for "fur"; (3) then, ask child to find pictures of toys he would like Santa to put in his stocking and *cut them out and glue them on. Afterwards,

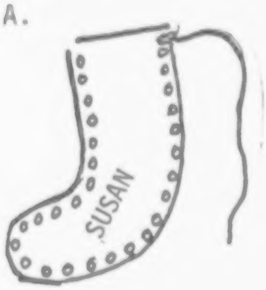
CONSTRUCTION:

Materials: Cotton; toy catalog; scissors; glue; large (12" x 18") red or green paper; stocking pattern; hole-punch; yarn; hole reinforcements; masking tape.

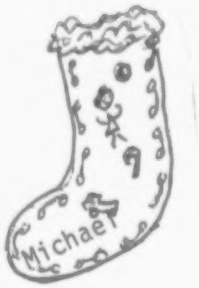
Teacher Prep: Cut out one stocking per child on red or green paper; punch hole 1-2" apart around the edge of each stocking; print names at bottom; tear out at least 3 catalog pages per child; cut yarn into 18" lengths (2 or 3 per child); wrap a small piece of masking tape around one end of each yarn piece to make the "needle"; tie an unwrapped yarn end through one hole (be sure a reinforcement is on each side of this hole) on each stocking (see A below).

PICTURE IF APPLICABLE:

A.



B.



PATTERN:

See page.

287

REFERENCE:

RKF

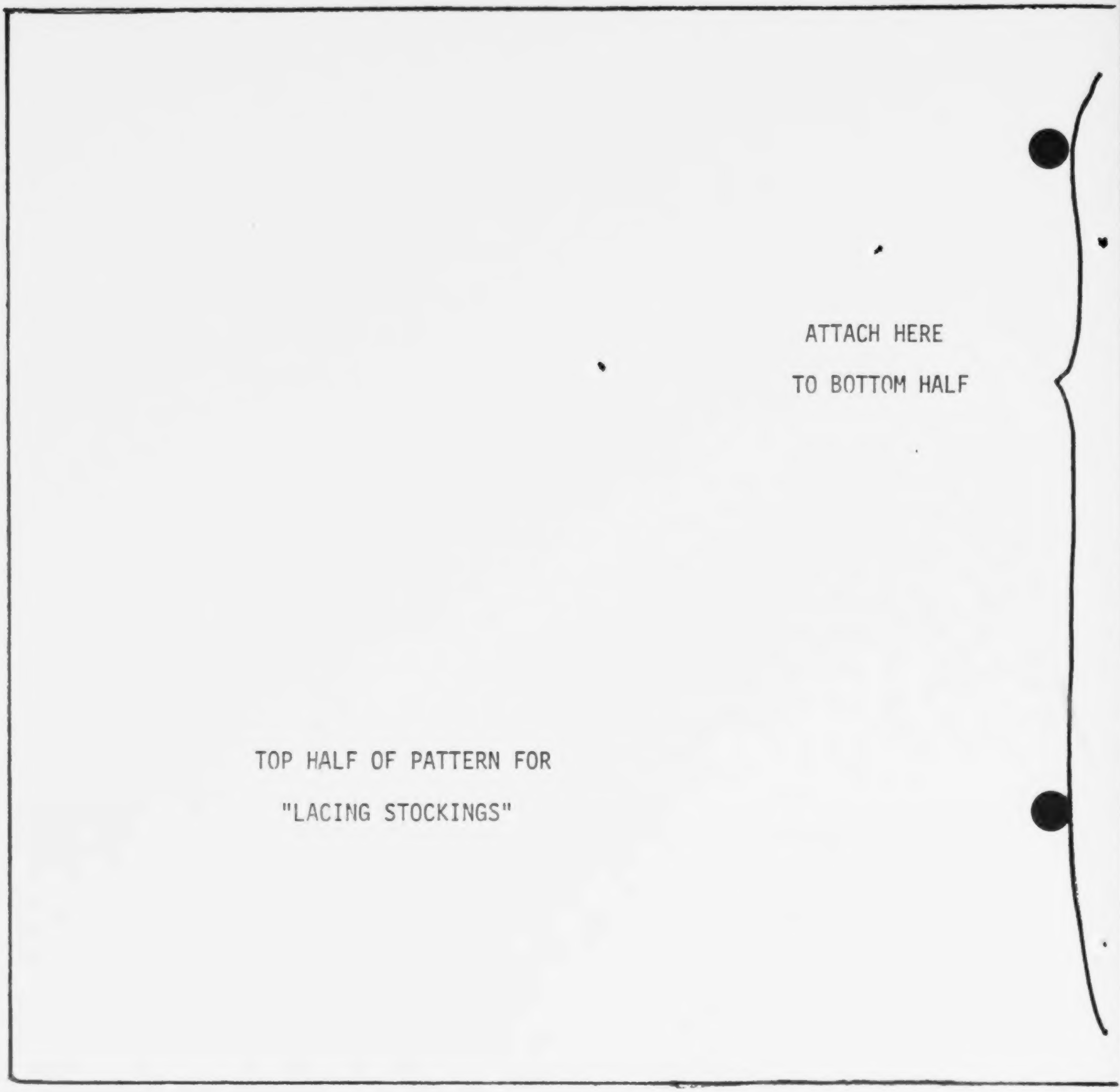
Lacing Stockings: What I Want Santa To Bring Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-RL/EL	Learns to understand commands and questions Learns the names, descriptions and positions of objects Learns that anything that can be spoken can be written	

ACTIVITY SKILL:	OBJECTIVE:
Comprehends location words - in, out Uses word to describe position - in, out Identifies name Cuts out simple pictures	TLW pick his name out of a group of five other names. TLW cut out four toy pictures.

STUDENT DIRECTION:

have him name the toys he selected. (They should each cut out and glue on at least four toys. *Note: for any child who has difficulty cutting - use a marker and outline, with a circle or triangle shape, the toy pictures he chooses so that he will have a cutting guideline to follow.)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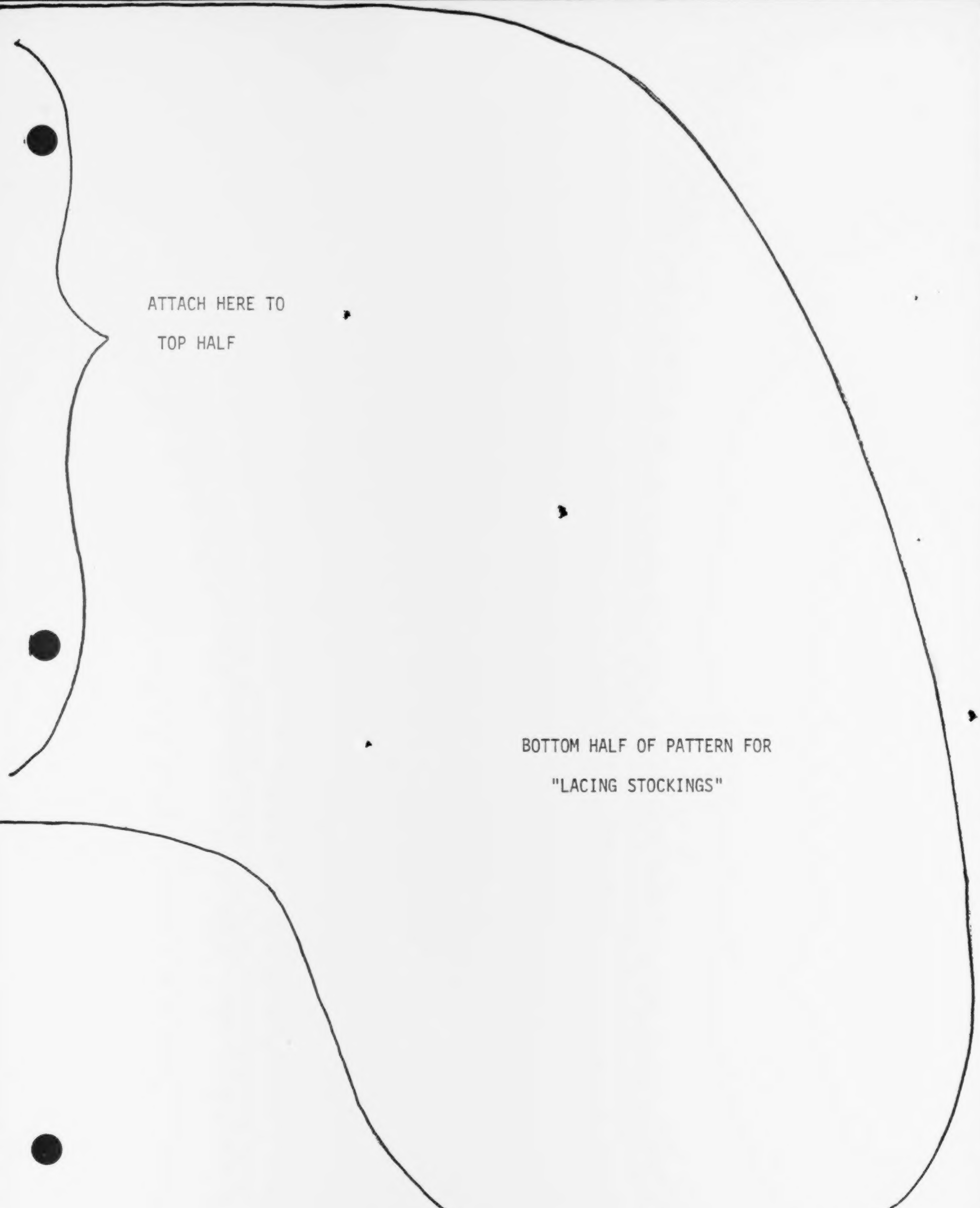
TO BOTTOM HALF
TOP HALF OF PATTERN FOR
"LACING STOCKINGS"



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BOTTOM HALF OF PATTERN FOR
"LACING STOCKINGS"

TITLE: Lacing Valentines

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Valentine's Day
Cognition-P	Develops kinesthetic perception	

ACTIVITY SKILL:	OBJECTIVE:
Holds with one hand and operates with the other while "sewing"	TLW use yarn to "sew" around a heart.
Refines eye-hand motor skills	TLW say "in-out" as he sews in and out around a heart.

STUDENT DIRECTION:

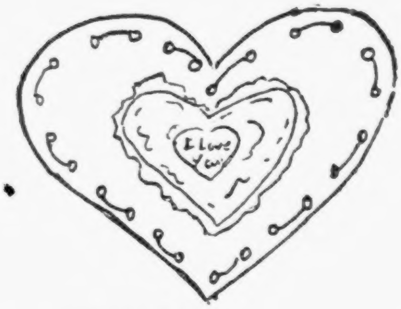
Talk about the shape we use at Valentine's time (heart) and the colors (pink and red); show a doily; point to the lacey part and ask what it is called (lace); tell them that they will get to use a pretty heart with lace on it to make a very pretty Valentine. Pass out hearts (name color) and yarn; instruct them to "sew" in and out around their heart (they may need 2 short pieces of yarn instead of 1 long piece); as they sew, have them say "in-out-in-out". Then let them glue 1 doily on the front and 1 on the back. Finally, help them write a Valentine message such as I Love You on their heart and sign their name.

CONSTRUCTION:

Materials: Heart or circle doilies; glue; large 12"x 18" pink or red paper; red, pink or black markers; red yarn; hole-punch; scissors; masking tape.

Teacher Prep: Cut one large red (or pink) heart per child; punch holes around edge (do two or three hearts at one time); cut 1-2 pieces of red yarn for each child. Wrap a small piece of masking tape around one end of each yarn piece to make the "needle"; then tie one unwrapped end through a hole on the heart so it will be ready for "sewing"; separate doilies.

PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE:

RKF

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Lacing Valentines Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-RL/EL	Learns to understand commands and questions Learns the names, descriptions and positions of objects	

ACTIVITY SKILL:	OBJECTIVE:
Comprehends location words - in, out Uses word to describe position - in, out	

TITLE: Ladybug

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use eyes and hands together	Insects
Cognition-TS	Learns that the environment can be observed	
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW use scissors to cut out an oval.
Uses a hole-punch	TLW use a hole-punch to punch several small circles.
Identifies colors	TLW name orange and black.
Participates in a group discussion	TLW participate in a group discussion.

STUDENT DIRECTION:

Talk about insects (show pictures) - they have 6 legs, a head, a body and sometimes wings; tell them that one insect is called a ladybug; she is usually orange with black spots.

- Pass out orange paper (have them name color and shape); instruct them to cut out the oval and glue it on their manila paper.

- Pass out small black rectangles (ask what shape and color); instruct them to

CONSTRUCTION:

Materials: Orange and black paper, small manila paper, scissors, hole-punch, markers/crayons.

Teacher Prep: Outline an oval on orange paper for each child; cut a small black rectangle for each child; print names on top left of paper.

PICTURE IF APPLICABLE:

PATTERN:

N/A

REFERENCE:

Ladybug Continued

STUDENT DIRECTION:

use the hole-punch and make some spots for their ladybug, then have them glue spots on.

- Pass out markers, instruct them to draw a head and face (eyes, nose, mouth) and also legs (ask them to tell you how many they should draw - 6).
- They may also wish to draw grass, flowers, trees, sun, clouds, etc.

Print: "Ladybug" on their paper when complete.

Visual Arts

TITLE: Leaf Rubbings

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Autumn
Cognition-P/TS	Develops visual perception	

ACTIVITY SKILL:

Holds paper with one hand and colors with the other

Distinguishes between rough/smooth.

Names colors

OBJECTIVE:

TLW follow directions to place paper over a leaf and color with the side of a crayon.

STUDENT DIRECTION:

Talk about leaves (ask where they come from--trees, flowers, bushes, etc.). Ask what happens to the leaves on most trees when autumn comes - they change colors and fall down to the ground. Ask if all leaves are the same size or color - no, they are different (show them some real leaves for examples). Tell them they are going to make pictures called "leaf rubbings" (ask them to say that), explain that each leaf has 2 different sides - one that's rough, and one that's smooth. Tell them that they will find the rough sides of a leaf, put it under their paper, and color over it with the side of their crayon (demonstrate). Let them choose a leaf, help them find the rough side, and color (repeat with a variety of colors and leaves). Encourage them to use the words rough and smooth as they touch the sides of their leaves. Also, be sure they name the colors they use.

CONSTRUCTION:

Materials: Crayons without paper coverings, real leaves, thin paper (such as newspaper, newsprint, etc.).

*Chubbi-Stump crayons work very well.

Teacher Prep: Print childrens names on upper left corner.

PICTURE IF APPLICABLE: N/A

PATTERN: N/A

REFERENCE: Chubbi-Stump Crayons

Leaf Rubbings Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Communication-RL

Develops tactile perception
Learns to understand commands and questions
Learns that the environment can be observed, manipulated and tested

ACTIVITY SKILL:

Indicates understanding of directions despite background noise

OBJECTIVE:

TLW identify the rough and smooth side of a leaf.
TLW name the following colors: red, yellow, orange, brown, green.

STUDENT DIRECTION: FOLLOW-UP: Finger Play "Autumn Leaves"

Autumn leaves are falling down,
Some are red, some are brown,
They make a carpet on the ground.
Then "Whoosh!" the wind comes whistling by,
And sends them dancing to the sky.

Directions:

Hands up high, move them slowly down
Put out left hand, then right hand (palms up)
Turn palms down and softly pat
Swing both arms quickly up together
Wiggle fingers up high.

TITLE: Leprechaun-Shamrock Man

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-F	Learns to use the eyes and hands together	St. Patrick's Day
Social/Emotional	Learns to use specific hand movements with ease and dexterity	

ACTIVITY SKILL:	OBJECTIVE:
Cuts along straight line	TLW use scissors to cut along an 8" line.
Folds paper	TLW fold paper back and forth.
Touches and names body parts on self	TLW touch and name six body parts on himself.

STUDENT DIRECTION:

Talk about St. Patrick's Day (shamrocks, green, pot of gold, leprechaun - ask if a leprechaun is real or make-believe; ask them to name other make-believe characters and then name some real ones, etc.). Tell them they will each make their own little "man" for St. Patrick's Day. Ask what body parts they will need? (head, body, arms, legs, etc. - have them touch and name their own body parts). Pass out strips to be cut (ask color) and scissors; instruct them to cut on the lines - these will be arms and legs. Put an "X" on the end of each strip they cut and show them how to fold back and forth and keep the "X" on top (see B below). Next pass out the "head" shamrocks and suggest they fix a "face" any way they want to with markers; review what is on a face (eyes, nose, mouth, ears, hair).

CONSTRUCTION:

Materials: Light/dark green paper; scissors; markers or crayons; yarn or string; stapler or glue; shamrock patterns.

Teacher Prep: Cut the following set of shamrocks for each child: 1 large 4-petal body; 1 medium 3-petal head; 4 small 3-petal pieces for hands and feet; prepare 4 strips (approx. 8") for the child to cut by drawing lines on paper (see A below); 8-10" pieces of yarn (one per child).

PICTURE IF APPLICABLE:

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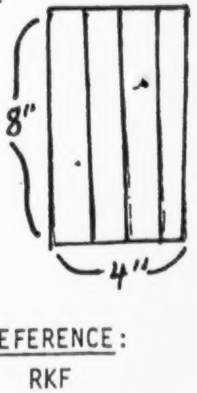

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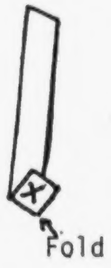

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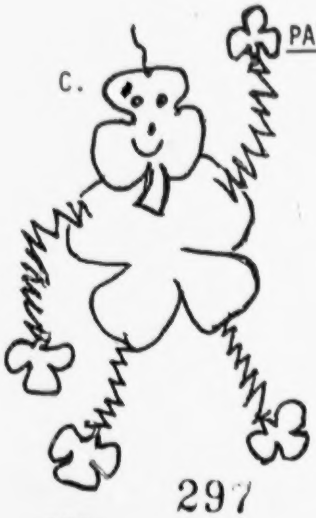


PATTERN:

See page.

REFERENCE:

RKF

Leprechaun-Shamrock Man Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Cognition-TS

Learns about body parts and what they do
Learns the difference between real and seeming change

ACTIVITY SKILL:

Tells the difference between most real and make-believe characters in the environment

OBJECTIVE:

TLW name a real and a make-believe character.

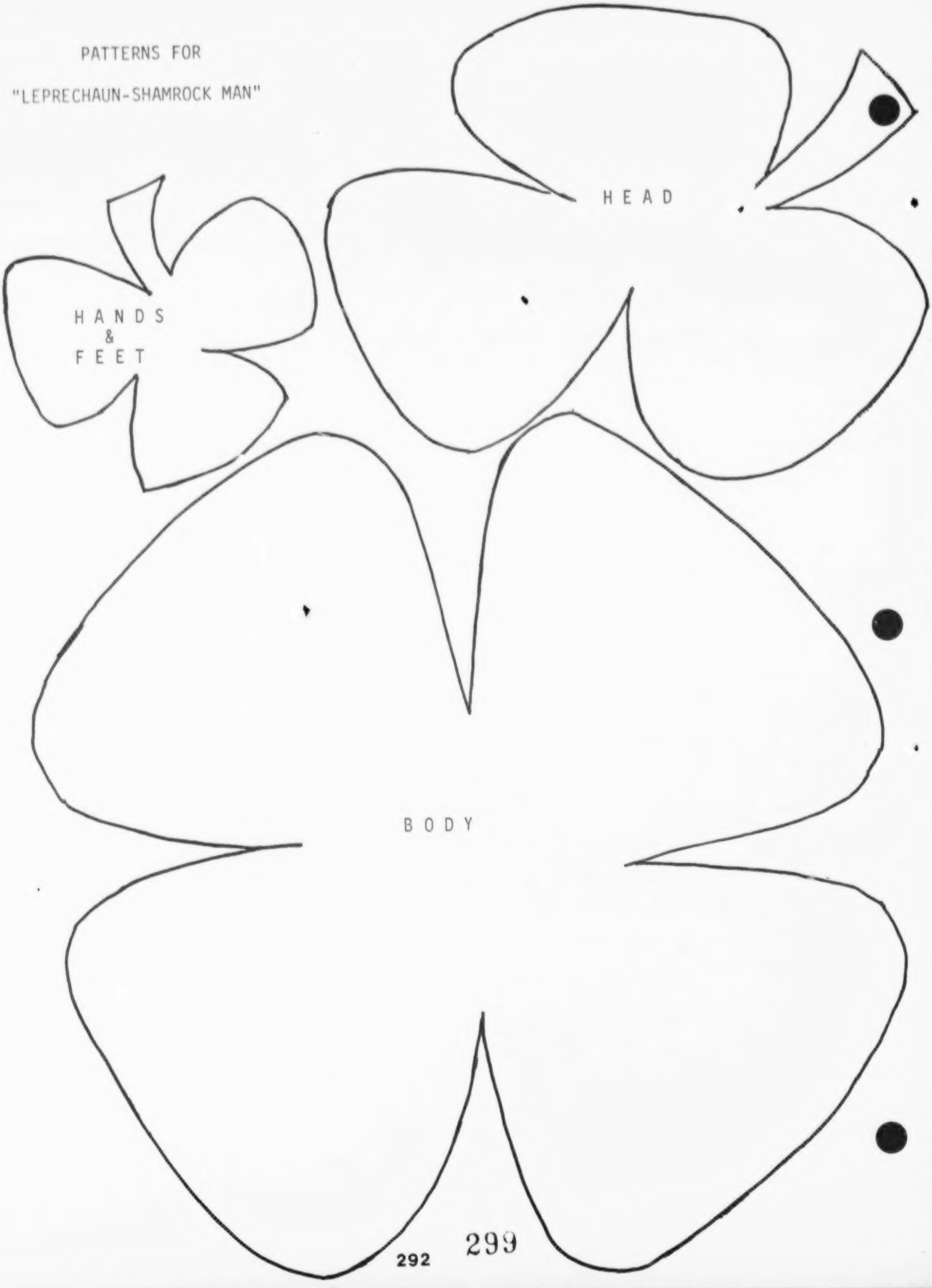
STUDENT DIRECTION:

Finally, help them assemble their "man" with glue or staples (see C under "picture"):

1. Have them find their largest shamrock to use for the body, attach head.
2. Have them find and count their smallest shamrocks (4) and attach one to the end of each arm and leg for hands and feet (they may wish to draw toes and fingers on these).
3. Attach arms and legs to body.
4. Add yarn to the top.

PATTERNS FOR

"LEPRECHAUN-SHAMROCK MAN"


HEAD
HANDS
&
FEET
BODY

Visual Arts

TITLE: A Mane For A Lion

INSTRUCTIONAL AREA:
Motor-Fine
Social/Emotional
Communication-EL
Cognition-TS

ACTIVITY SKILL:
Cuts on a line.
Touches & names body parts on a picture

ECEE:
Learns to use the eyes & hands together,
Learns about body parts.
Learns to participate in a conversation

UNIT: (See Section I)
Zoo Animals

OBJECTIVE:
TLW use scissors to cut following a 2" line to make a fringe.

STUDENT DIRECTION: Talk about lions (Where can we see them--zoo. Are they nice or mean?--why? What covers their body?--fur. What do they say?--ROAR!) Tell them they will make their own lions--first they will need to fix their lion's mane, (explain that the mane is the long fur around his head, similar to our hair--have them say "mane" and touch their own hair.) Ask what color and shape the mane is. Instruct them to use their index finger to trace the lines. Next, demonstrate how to cut the lines. After cutting, they may draw the face on the head (be sure they name the facial features as they draw), then glue it at the top left of the paper. Finally, let them draw the body--help them remember how many legs a lion has(count those on the picture), and also the tail. Print the word: "Lion" on their paper, let them "read" it.

CONSTRUCTION:

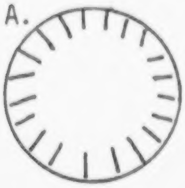
Materials: Yellow (or orange) paper, yellow, orange, brown and black markers scissors, glue, large manila paper, and lion picture.

Teacher Prep: Cut out one large yellow (or orange) circle about 8" diameter per child, draw 2" lines for them to cut on to make fringe all around the circle (see picture A below) Put child's name on paper. Locate lion picture.

PICTURE IF APPLICABLE:

PATTERN: N/A

A.



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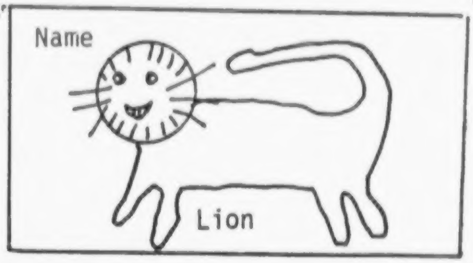


REFERENCE: RKF

A Mane For A Lion Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion.	TLW touch and name simple body parts and facial features. TLW participate in a discussion about lions.

TITLE: Mittens

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Weather
Cognition-TS	Learns the difference between real and seeming change	

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW use scissors to cut out mittens following a line.
Tells difference between a picture and the real thing	TLW tell the difference between real and paper mittens.

STUDENT DIRECTION:

Talk about Winter (is it hot or cold) and how we should dress (warmly - coat, hat, mittens, scarf, etc.); ask what we should wear on our hands (mittens - or gloves); tell them they may pick out a color to make some "make-believe" mittens.

- Then help them use a marker to trace around each hand (be sure their fingers are together and thumb apart).
- If they are able, they should cut out their own mittens; if not, you will need to do it.
- Then they should use the markers to "decorate" them any way they wish. After coloring, they will need to punch one hole on a corner of each mitten (see A) and cover it with a reinforcement (assist as needed).

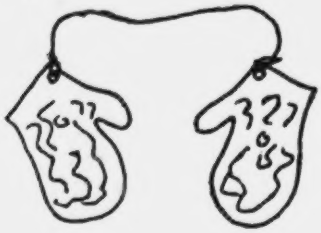
CONSTRUCTION:

Materials: Small red, yellow, green, pink, blue and orange construction paper; scissors, yarn, hole punch, reinforcements, markers.

Teacher Prep: Cut a 12" piece of yarn per child.

PICTURE IF APPLICABLE:

A



PATTERN:

N/A

REFERENCE:

RKF

Mittens Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	Weather

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate is a discussion about winter.

STUDENT DIRECTION:

- Finally, they string yarn through and you tie knots. Print child's initials on back of his mittens. Ask the children to look at their new mittens and tell you if they are real or "make-believe" and why ("make-believe" because you cannot really wear them).

Visual Arts

TITLE: Monkey In A Tree

INSTRUCTIONAL AREA:
Motor-Fine
Communication-EL
Cognition-P

ECEE:
Learns to use eyes & hands together
Learns to use specific hand movements with ease and dexterity

UNIT: (See Section I)
Zoo Animals

ACTIVITY SKILL:
Draws a monkey
Colors within lines
Repeats finger play

OBJECTIVE:
TLW draw a recognizable monkey.
TLW color within the tree outline.
TLW repeat the finger play, "Little Brown Monkey".

STUDENT DIRECTION: Talk about monkeys (where can we see them?--zoo. What's on their body--fur. What do they like to eat?--bananas. How do they move around?--walk, run and swing.) Pass out papers with trees on them, say the finger play with them. Then instruct them to color the tree (name color) and draw their own little monkey swinging on the tree. If time permits, some may want to also draw an alligator at the bottom. When finished, staple the finger play at the bottom of the paper. (1) Little brown monkey sitting in a tree, (2) Teasing Mr. Alligator, "You can't catch me! You can't catch me!", (3) Along comes Mr. Alligator, as quiet as can be, (4) Then "SNAP", no more monkey sitting in a tree, (5) And Mr. Alligator, said, "Yum, yum, yum!" HAND MOVEMENTS: 1. Make fist with one hand for monkey's head and rest that elbow in palm of other hand. 2. Shake head, "No!" 3. Palms together, weave back and forth (whisper). 4. Clap! shake head, "No!" 5. Rub stomach, lick lips

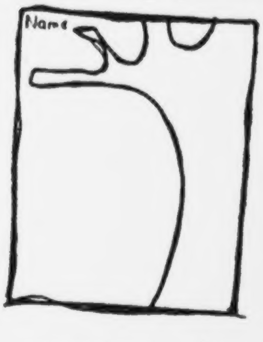
CONSTRUCTION:

Materials: Small manila paper, brown, black, and green markers or crayons. "Little Monkey" finger play ditto, monkey pictures

Teacher Prep: Draw a tree (see picture A below), and print names on papers, locate monkey pictures, make finger play ditto for each child (finger play should be written as 5 lines, like a poem, when you make the ditto - the words are under Student Direction above).

PICTURE IF APPLICABLE:

A.



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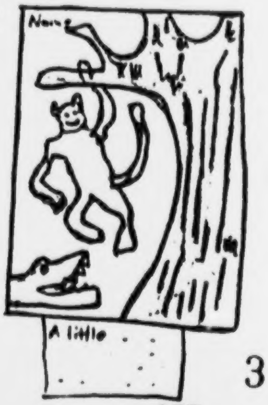


PATTERN:

N/A

REFERENCE: RKF

Monkey In A Tree Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Develops visual perception	

ACTIVITY SKILL:	OBJECTIVE:
Draws within angled and curved path	

Visual Arts

TITLE: Moon (Color - Cut - Paste)

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together.	Calendar
Cognition-P	Develops visual perception	
Communication-RL	Learns to understand commands and questions.	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces off of a strip of paper.
Pastes using index finger	TLW use his index finger to paste small pieces onto paper.

STUDENT DIRECTION:

Talk about night - ask what it looks like outside: it is dark, there are stars and a moon in the sky; ask what people do at night - sleep.
- Tell them they will make a "night" picture.
- Pass out paper, instruct them to use their black to color the nighttime sky first (encourage them to try not to color inside the lines); tell them their picture should be very dark, just like it is when we turn out the lights at night.
- Then, pass out yellow strips (ask them to name the color) and tell them to cut very small pieces; finally, have them glue their small yellow pieces inside the lines to make the moon (see B).

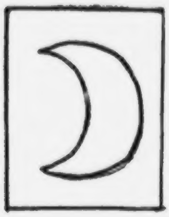
CONSTRUCTION:

Materials: Small manila paper, yellow paper, scissors, glue, black crayon.

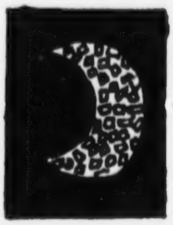
Teacher Prep: Prepare 3 yellow strips (approx. 1" x 9") per child; use a black crayon to outline a crescent moon on each child's paper (see A).

PICTURE IF APPLICABLE:

A



B



PATTERN:
N/A

REFERENCE:
RKF

Moon (Color - Cut - Paste) Continued

ACTIVITY SKILL:	OBJECTIVE:
Draws within angled and curved path	TLW color inside designated area.
Comprehends location words	TLW follow directions to glue bits of paper inside the moon shape.

TITLE: One Dollar Bill

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	George Washington
Cognition-P/TS	Develops visual perception	

ACTIVITY SKILL:	OBJECTIVE:
Cuts rectangle from paper	TLW use scissors to cut out a rectangle by following a line.
Draws a recognizable head	TLW draw a recognizable head and include 4 facial features.

STUDENT DIRECTION:

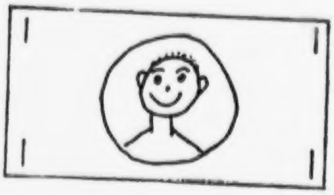
Talk about George Washington (ask who he was, what he did when he was young, did he tell lies?). Tell them that George studied and learned a lot when he was a little boy so that when he grew up - besides being honest - he was very intelligent! That is why all the people wanted him to be the first President of the United States - because he was a very smart man who did not tell lies. Tell them that there are many things that help us remember George Washington today (even though he is no longer alive); his picture is on our quarters and one dollar bills (show them). Pass out paper and tell them that they will be making their own one dollar bill. Ask what shape they see (rectangle); have them trace the shape with their finger; then cut on the lines. Then instruct them to look at the real dollar and tell you what they see in the middle on

CONSTRUCTION:

Materials: Real dollar small manila paper; green markers or crayons, real quarter.

Teacher Prep: Outline a rectangle (approx. 6" x 11") on manila paper with a green marker for each child to cut later.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE:

RKF

EC/ESC/10/84

One Dollar Bill Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Social/Emotional	Learns about people, places, space and events Learns about body parts and what they do	

ACTIVITY SKILL:	OBJECTIVE:
Reproduces numeral 1	TLW write the number 1 eight times.
Copies a circle	TLW draw a circle inside a rectangle.
Touches and names own facial features	TLW touch and name 5 facial features.

STUDENT DIRECTION:

the front - George Washington's picture. Ask if it is a picture of all of him or just his head and neck; ask what shape goes around it (an oval, almost a circle); tell them to draw (or trace) a circle in the middle of their dollar; then draw George Washington's picture inside the circle (using green). Remind them that they only need to draw his head and neck and maybe his shoulders (let them touch and name these parts on themselves as well as the parts on their face). Have them find the corners of the real dollar next; ask what number they see - one. Tell them to put the number 1 on all their corners (front and back) - they may then add anything else they feel they need to add.

TITLE: Owl W/Bottle Top Eyes

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Halloween Birds
Cognition-TS	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Cuts out simple pictures	TLW follow a line to cut out a simple picture.
Touches and names own facial features	TLW touch and name his own facial features.

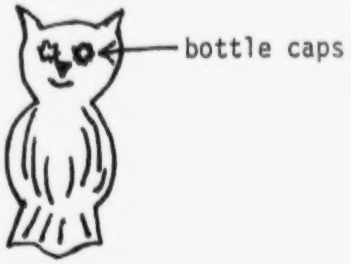
STUDENT DIRECTION:

Talk about owls (show pictures): ask what they say - "hoot"; when they sleep - day; when they are awake - night; what they are covered with - feathers; ask if they can name anything else with feathers. Put on smocks and pass out bottle caps, paint, and brushes; instruct them to paint inside the bottle tops for their owl's eyes (ask what color). While eyes dry, pass out tan owls and scissors; instruct them to cut out their owl following the line. Next, pass out markers; ask them to touch their own ears, then find and touch the owl's (how many?); ask them what else the owl needs on his face (eyes, nose, mouth), have them touch their own and then use the marker to make the owl's - tell them to put a dot where the eyes should go, so that they will know where to glue the bottle tops later. Last, instruct them to color "feathers" on their owl, or glue on 4 feathers (if you're using the real ones), and CONSTRUCTION: glue on the eyes.

Materials: Orange or yellow paint; 2 bottle caps per child; brown markers; scissors; tan paper; pattern; smocks; small brushes; glue; owl pictures; yellow or orange feathers (optional)

Teacher Prep: Use pattern to outline one tan owl per child (pre-cut only for the children who have difficulty cutting.

PICTURE IF APPLICABLE:



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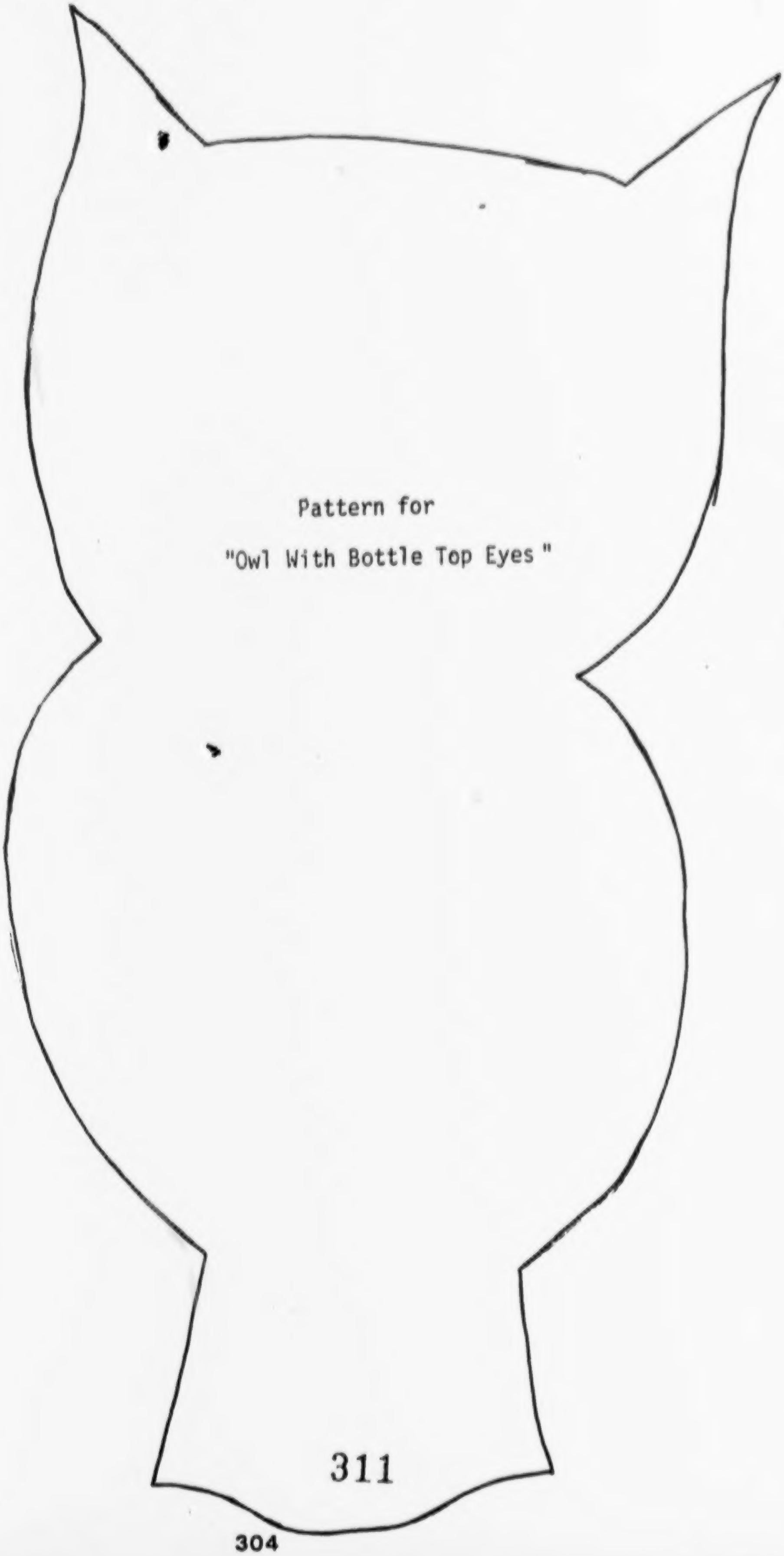
See page.

REFERENCE:



Pattern for

"Owl With Bottle Top Eyes"

TITLE: Painting on an Easter Egg with Colored Chalk

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine Cognition-TS/P	Learns to use the eyes & hands together Learns about people, places, space, and events Develops kinesthetic perception	Easter

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW use scissors to cut on a curved line.
Names oval shape	TLW name oval shape.
Marks on paper with chalk	TLW use chalk to mark on paper.

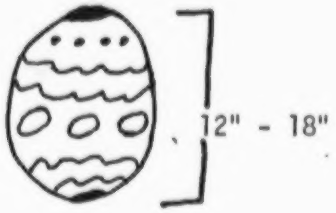
STUDENT DIRECTION: Talk about Easter (ask what the Easter rabbit decorates and hides--Easter eggs.). Tell them they will each make a giant paper Easter egg--let them choose the color (name it) that they want for their egg (name shape); then instruct them to cut on the line. Finally (be sure smocks are on), show them how to dip their chalk in water and color "designs" all over their egg with a lot of different colors. Spray lightly with hairspray when dry to prevent smudging.

CONSTRUCTION:

Materials: Sugar water (1 part sugar to 3 parts water) (could use plain water), a variety of colored paper, scissors, colored chalk for paper, smocks, hairspray (aerosol).

Teacher Prep: Trace large egg-shape onto different colored paper (one per child)--they should be at least 12".

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

TITLE: Pig & Corn

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor - Fine	Learns to use eyes and hands together	Farm Animals
Social/Emotional	Learns about body parts	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors Traces around shapes (optional)	TLW use scissors to snip small pieces off of a strip of paper.
Touches and names body parts on self and picture	TLW name/point to 5 out of 7 body parts on self/picture.

STUDENT DIRECTION: Talk about pigs (show pictures) and sounds they make. Name/point to the body parts including: head, body, legs, eyes, nose, mouth, ears (encourage them to touch their own body parts at the same time). Instruct them to draw a pink pig (use black for eyes, etc.). Remind them of the "curly" tail. Pass out yellow and orange strips (name colors). Talk about what pigs eat (corn). Instruct them to cut a lot of yellow and orange corn to feed their very hungry pig. Glue it on.

Variation: This may be used with a template (oval and/or circle) if children need practice tracing around shapes.

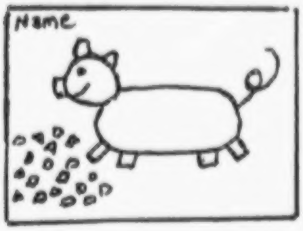
CONSTRUCTION:

Materials: Small manila paper, yellow and orange paper, scissors, glue, pink and black markers (or crayons), pig pictures, and circle or oval templates (optional)

Teacher Prep: Cut one yellow and one orange strip (1½" x 8") per child. Print names on paper.

PICTURE IF APPLICABLE:

PATTERN: N/A



REFERENCE:

RKF

Visual Arts

TITLE: Plastic Egg Collage

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use specific hand movements with ease and dexterity	Easter
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	

ACTIVITY SKILL:	OBJECTIVE:
Picks up small pieces of fabric	TLW use pincer grasp to manipulate small pieces of fabric.
Asks meaning of new or unfamiliar words	TLW tell that the word "collage" means a lot of things all glued together to make a design.

STUDENT DIRECTION:

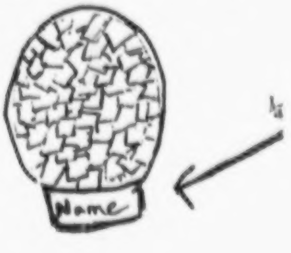
Talk about Easter (rabbits, baskets, eggs, etc.) - show the children the plain L'eggs eggs. Ask them why they are not "Easter" eggs (they are not decorated). Ask what color they are (white). Tell them that they are to pretend that they are the Easter bunny and decorate their egg in a very special way. Explain that they will be making a collage (have them say the word). Tell them that a collage is a lot of things all glued together to make a design. Show them the small fabric pieces. Tell them they will use a lot of different fabric pieces to make their collage. Demonstrate how to dip them in the starch or glue and place them on their egg (egg should rest in stand so it won't stick to anything). Encourage them to cover their entire egg - do not let any "white" peek through.

CONSTRUCTION:

Materials: Liquid starch (or glue/water mixture); toilet paper cardboard tube; L'eggs; fabric scraps (colored tissue paper may be substituted); 3-4 small containers.

Teacher Prep: Cut toilet paper tubes into one-fourths to make stands for the "eggs" (one stand per child); print child's name around stand; fix glue/water (if necessary) in 3 or 4 small containers; cut fabric into small ½"-1" size pieces

PICTURE IF APPLICABLE:



¼ of toilet paper roll

PATTERN:

N/A

REFERENCE:

RKF

EC/ESC/10/84

Plastic Egg Collage Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to use the eyes and hands together

ACTIVITY SKILL:
Pastes small fabric pieces on egg

OBJECTIVE:
TLW support the egg with one hand and glue small fabric pieces on with the other.

STUDENT DIRECTION:

When they finish, ask them what they made (a collage). Ask them to tell you what a collage is.

*Note: Later in the day you may need to put a little extra starch/glue over any corner of the fabric pieces that are not lying flat.

TITLE: Plump Pumpkin

INSTRUCTIONAL AREA:
Motor-Fine — Learns to use the eyes and hands together
Communication-EL — Learns to participate in a conversation

ECEE:
Learns to use the eyes and hands together
Learns to participate in a conversation

UNIT: (see Section I)
Halloween

ACTIVITY SKILL:
Cuts along straight line
Answers questions

OBJECTIVE:
TLW use scissors to cut on a straight line.
TLW answer questions about a pumpkin.

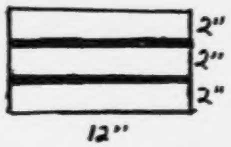
STUDENT DIRECTION: Talk about pumpkins (show pictures and/or a real one); ask about color and shape (if it's a real one let them touch it and possibly hold it). Tell them that pumpkins are usually "plump" and not "skinny"; tell them "plump" means sort of fat (Santa Claus is "plump"); let them each say "plump"; ask if they can think of other "plump" things (i.e., a pillow, a tomato, etc). Instruct them to make their own plump pumpkin by using their scissors to cut along the lines of their orange paper. Next, they should lay their strips out flat forming an "X" shape, and staple them in the center (see picture B). Then, with your assistance, they should bring ends up to top, to form circles (loops) and staple at that top point (see picture C). Finally, the green stem should be glued or stapled onto the top (see picture D).
* Arranging all the children's pumpkins together makes a terrific pumpkin patch!

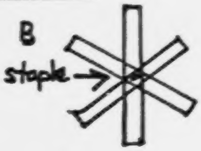
CONSTRUCTION:

Materials: Orange and green paper; glue and/or stapler; black marker; scissors; pumpkin pictures; real pumpkin (optional)

Teacher Prep: Prepare a 6"x12" piece orange paper for each child; using a black marker, draw two lines across the paper 2" apart (see picture A); cut out a 1"x3" piece of green paper for each child.

PICTURE IF APPLICABLE:

A


B


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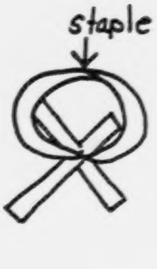

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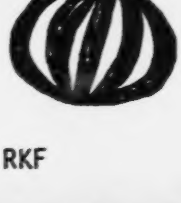


PATTERN:

N/A

REFERENCE: RKF

TITLE: Pot-Of-Gold

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	St. Patrick's Day
Cognition-TS	Learns the concept of quantity	
Social/Emotional	Learns to use the imagination	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces from strips of paper.
Pastes using index finger	TLW paste small pieces of paper on a picture.

STUDENT DIRECTION:

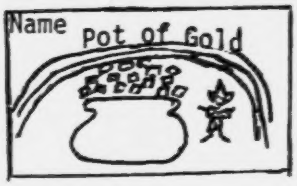
Talk about St. Patrick's Day (shamrock, green and leprechaun). Ask if leprechauns are make-believe or real (make-believe), ask if they know anything else that is make-believe. Explain that the little leprechauns are always hunting for a pot of gold (which they can find at the end of the rainbow). Tell them they will have their own Pot-Of-Gold, but that nothing is in it right now. Ask what we say when something has nothing in it - is it full? (no, it is empty). Pass out the pots (ask what color they are) and instruct them to glue it on their paper.
Then pass out scissors and yellow and orange strips; tell them to cut very small pieces to make the gold for their pot. Then let them glue their "gold" in their "pots" to make them full. Finally, they may use markers to draw a rainbow and a leprechaun - ask them when we can see a rainbow (after it rains). When they have

CONSTRUCTION:

Materials: Black, yellow, orange paper; large manila paper; scissors; glue; markers; pot pattern; 3-4 small plastic lids (example: the tops of margarine tubs or lids from potato chip cans).

Teacher Prep: Cut one black pot per child; cut 2 strips of orange and 2 strips of yellow per child (approx. 1" x 12"); print child's name and the words Pot-Of-Gold on manila paper; put a small amount of glue in each plastic lid.

PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE:

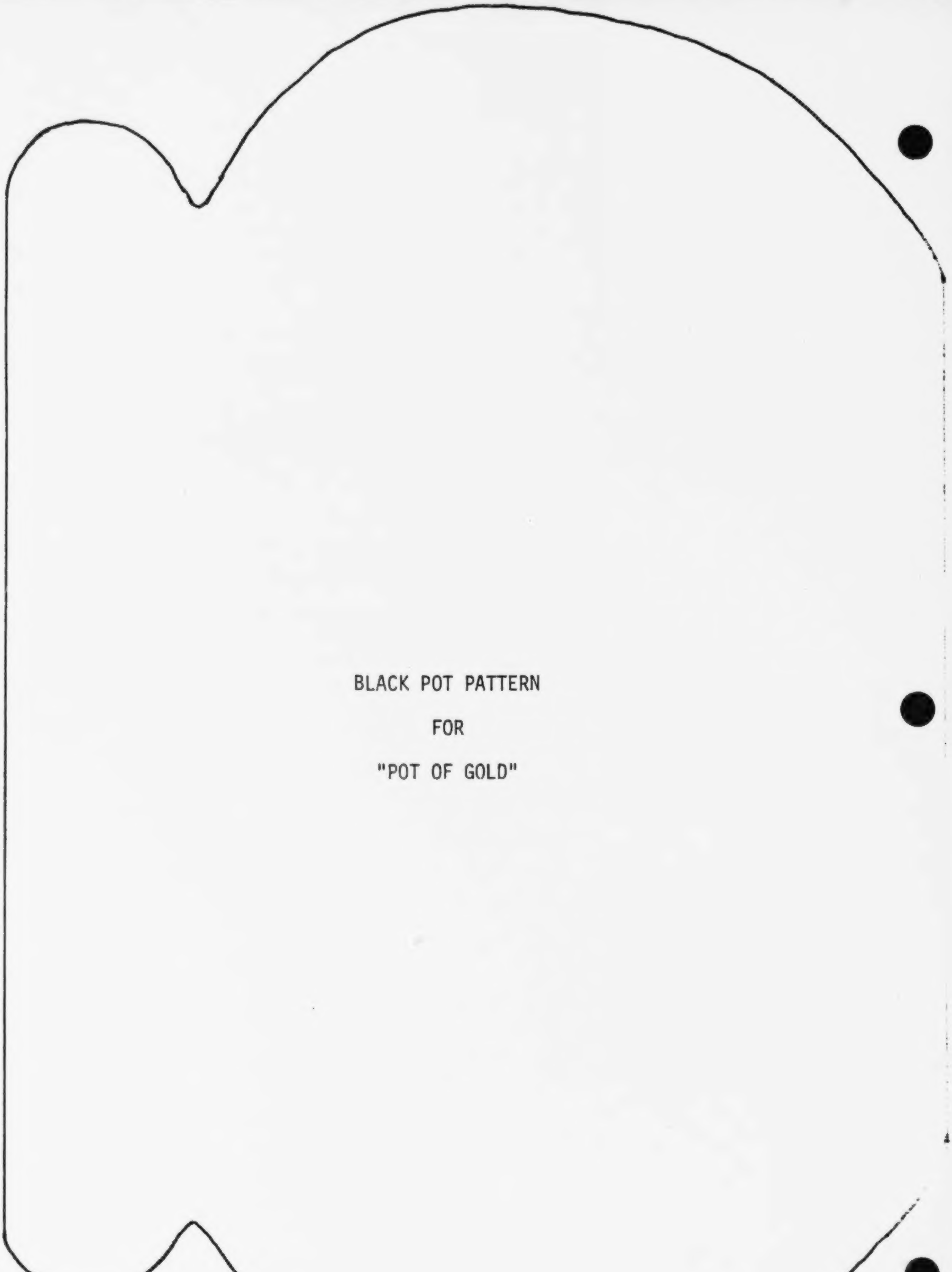
RKF

Pot-Of-Gold Continued

ACTIVITY SKILL:	OBJECTIVE:
Recognizes empty/full	TLW identify full and empty.
Tells difference between real and make-believe	TLW tell if a leprechaun is real or make-believe.

STUDENT DIRECTION:

finished, ask them to look at their pot and tell you if it is full or empty now (full) and how they know this (because it has a lot of "gold" in it). Also, ask them if leprechauns are real or make-believe (make-believe).



BLACK POT PATTERN
FOR
"POT OF GOLD"

TITLE: Printing On A Whale

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use specific hand movements with ease and dexterity	Water Animals
Cognition-TS	Learns about people, places, space and events	
Communication-EL	Learns to participate in group discussion	

ACTIVITY SKILL:	OBJECTIVE:
Uses pincer grasp	TLW use a pincer grasp to print with objects.
Touches and names own facial features	TLW touch and name own facial features.
Participates in group discussion	TLW participate in a discussion about whales.

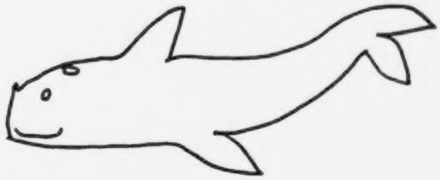
STUDENT DIRECTION: Talk about water animals, ask children to name some (fish, whale, starfish, octopus) and ask where they live (ocean); using whale book, show picture where whale is bigger than fish (ask them which one is the whale); discuss the whale, pointing to and naming distinct body parts such as the tail, flippers, fin, and blowhole (ask what he does with the blowhole--he breathes through it, just like we breathe through our nose, he blows water out of it.) - Tell them they will make their own whale, and print spots on him. - First, tell them to draw on facial features and a blowhole with markers (have them touch and name their own facial features before they draw); then instruct them to "print" on his body - talk about his tail, flippers, and fin as they are printing (if necessary, demonstrate how to "print" -- remind them to go up and down, not side to side like brush painting).

CONSTRUCTION:

Materials: Light blue or gray paper; whale pattern; purple and white paint; printing objects, smocks; whale book; markers; small containers

Teacher Prep: Cut out one gray or blue whale per child (print name on back); put in small shallow containers

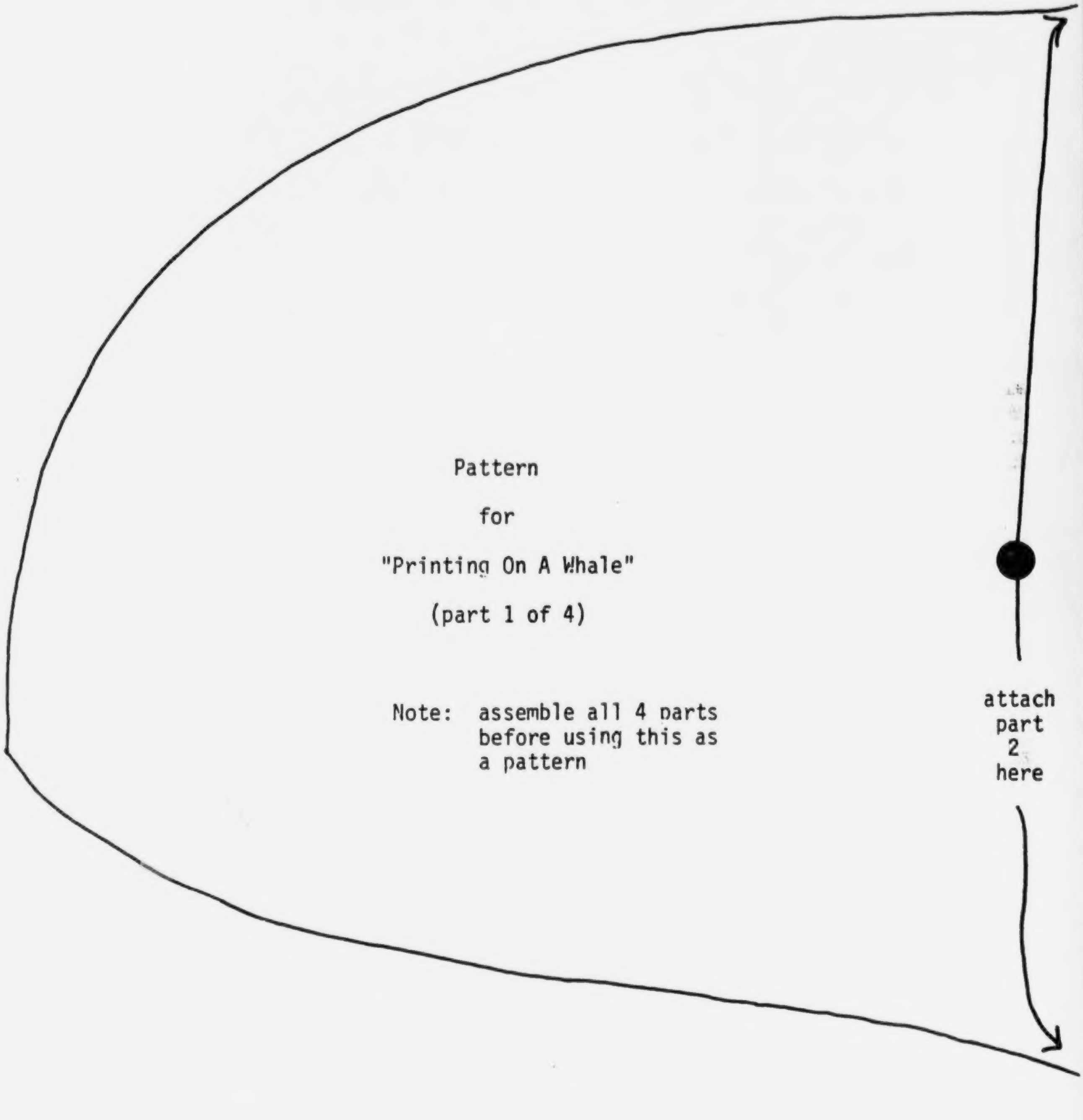
PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE: RKF



Pattern

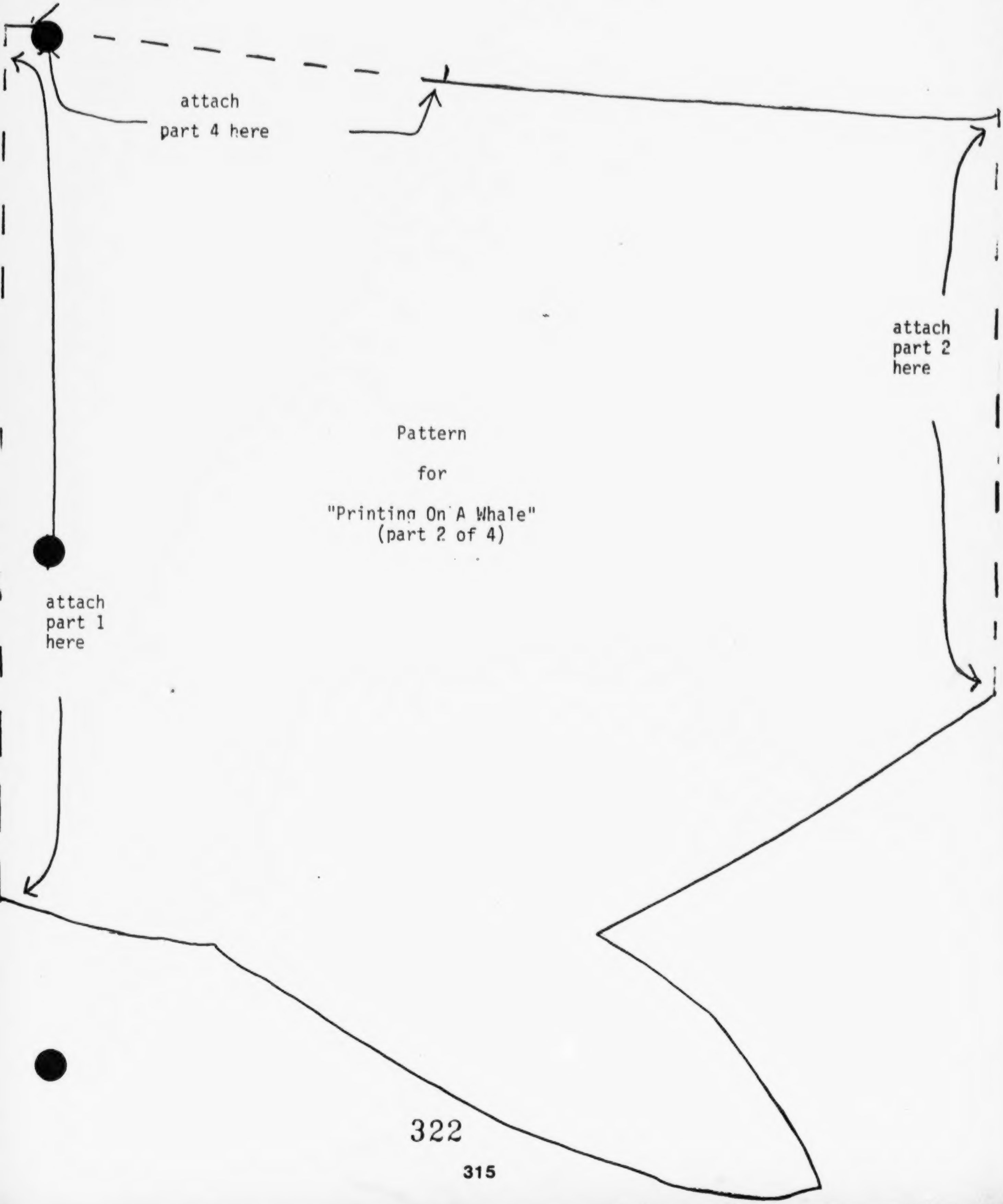
for

"Printing On A Whale"

(part 1 of 4)

Note: assemble all 4 parts before using this as a pattern

attach part 2 here

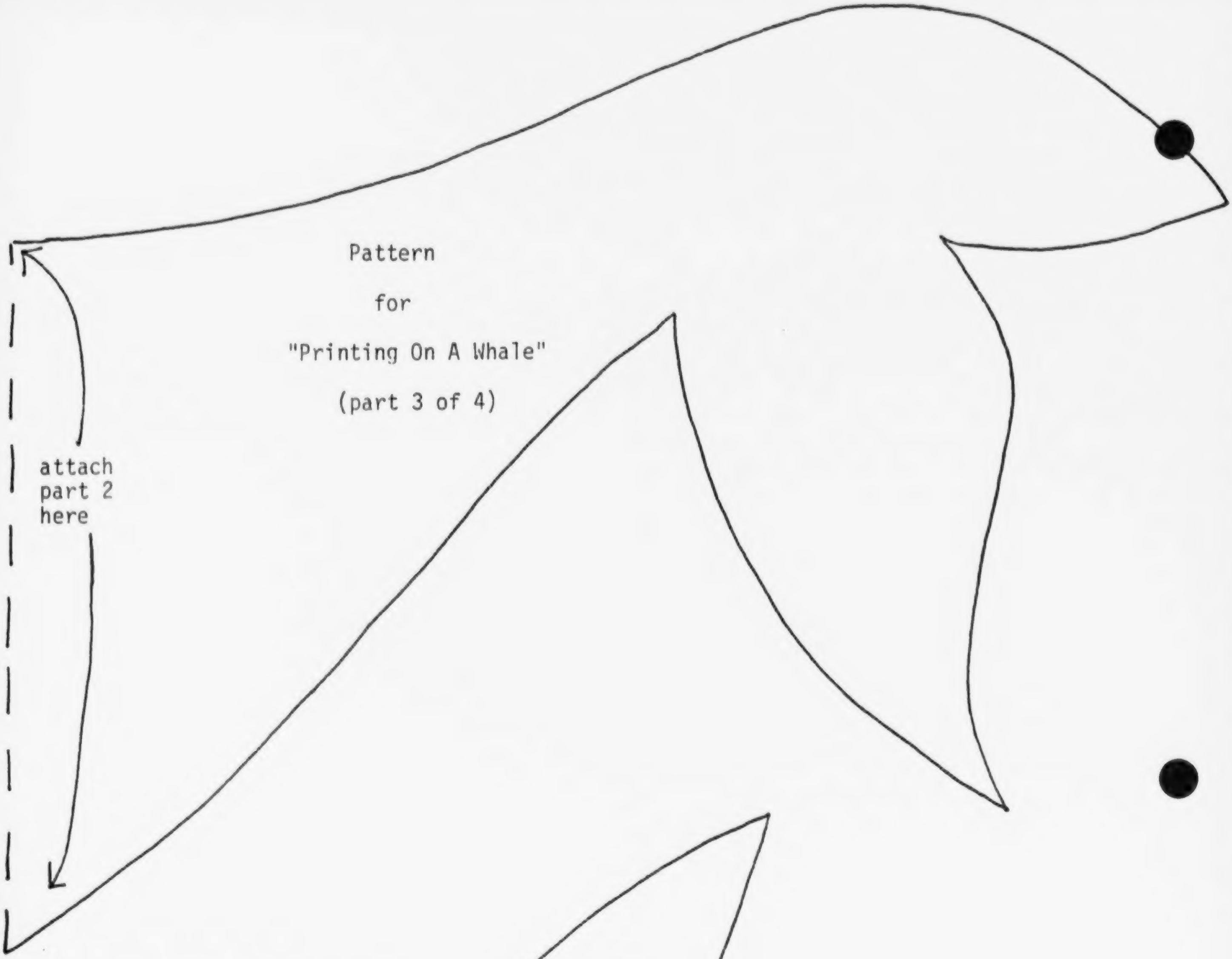


Pattern

for

"Printing On A Whale"
(part 2 of 4)

attach
part 4 here
attach
part 2
here
attach
part 1
here



Pattern

for

"Printing On A Whale"

(part 3 of 4)

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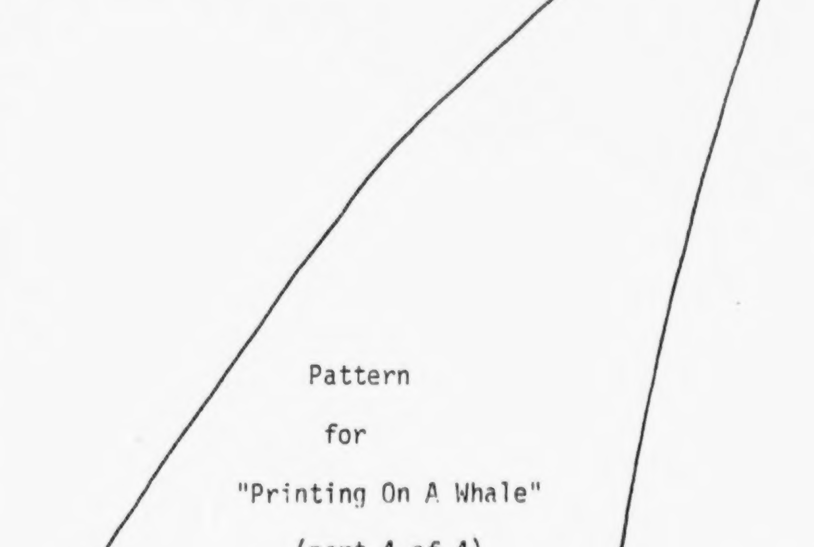
part 2
here



Pattern

for

"Printing On A Whale"

(part 4 of 4)

attach part 2
here

TITLE: Puffed Up Easter Lily

INSTRUCTIONAL AREA:
Motor-Fine
Communication-RL

ECEE:
Learns to use the eyes and hands together
Learns to understand commands and questions

UNIT: (See Section I)
Easter

ACTIVITY SKILL:
Cuts following a curved line
Follows three step directions using position words

OBJECTIVE:
TLW use scissors to cut on a curved line.
TLW follow three step directions to assemble a flower.

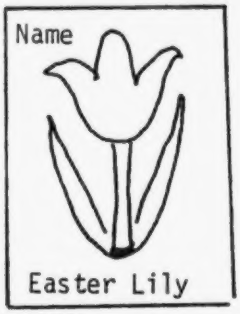
STUDENT DIRECTION: Talk about all the special Easter things, then ask what flower is seen at Easter (the lily). Tell them they will each make their own special lily. Pass out the items to be cut (leaves, stem, flowers) and instruct them to stay on the lines (talk about the colors). Instruct them to find their two flower pieces and put them together - you will need to staple around the sides and bottom to form a "pocket" (ask them to tell you about "pockets") - then tell them to stuff their lily with some cotton so it will be "puffy" (explain the meaning of "puffy" - have them puff out their cheeks). Staple lilies closed. Finally, instruct them to assemble their lily on their purple or manila paper. Show or draw picture on chalkboard to help them see the proper arrangement as you tell them to put the stem on first in the middle, then a leaf on each side, and the flower at the top (but leave it up to them where they finally choose to glue the pieces). Have the children

CONSTRUCTION:

Materials: Large manila or purple paper, lily pattern pieces, green and white paper, scissors, glue, stapler, cotton.

Teacher Prep: Trace one set per child: 2 green leaves, 1 green stem, 2 white flowers, put name on purple or manila paper, print "Easter Lily" at bottom.

PICTURE IF APPLICABLE:



PATTERN:

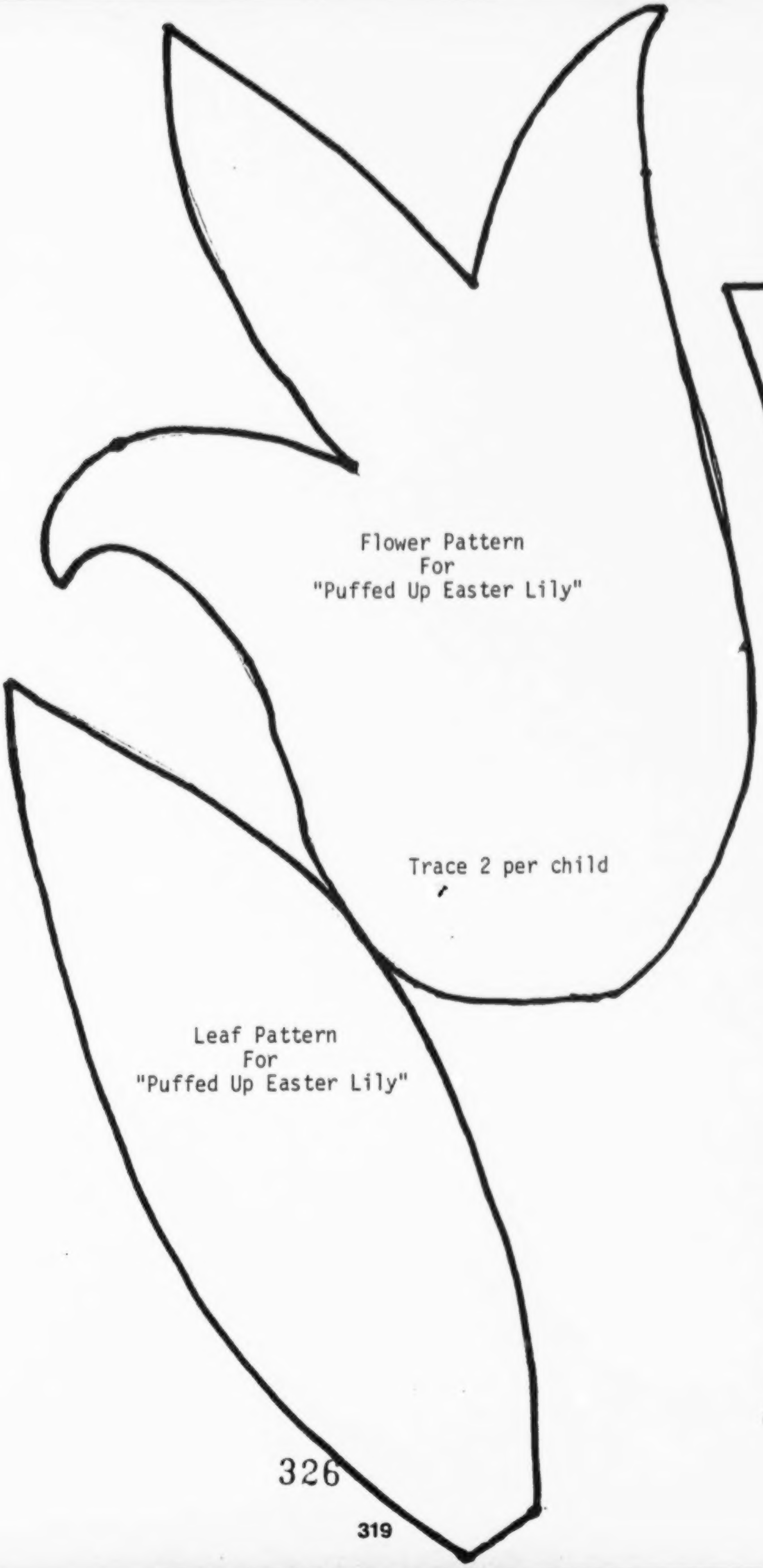
See page.

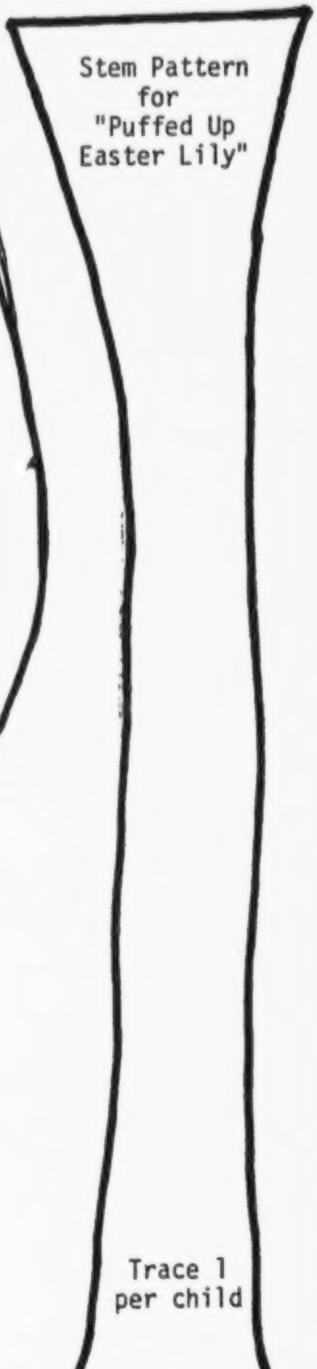
REFERENCE: RKF

Puffed Up Easter Lily Continued

STUDENT DIRECTION:

point to the words and say, "Easter Lily".


Flower Pattern
For
"Puffed Up Easter Lily"
Trace 2 per child
Leaf Pattern
For
"Puffed Up Easter Lily"


Stem Pattern
for
"Puffed Up
Easter Lily"
Trace 1
per child

TITLE: Pumpkin Patch

INSTRUCTIONAL AREA:	ECEE:
Motor-Fine	Learns to use the eyes & hands together
Social/Emotional	Learns to work independently
Cognition-TS	Learns the concept of quantity

UNIT: (See Section I)

Halloween
Farm Animals

ACTIVITY SKILL:	OBJECTIVE:
Traces around shapes	TLW trace around circle shapes.
Cuts out simple pictures	TLW cut out a simple shirt picture.
Follows simple directions	TLW follow simple directions.
Recognizes how many	TLW count & tell how many circles are on his paper.

STUDENT DIRECTION:

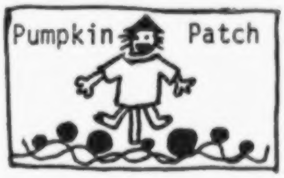
Talk about pumpkins (shape, color, where they grow - on a vine in a pumpkin patch; tell them that a pumpkin patch is a special garden just for growing pumpkins (have them say "pumpkin patch"); also, explain that often a scarecrow is put in the pumpkin patch to scare away birds that might try to peck on the pumpkins and make holes in them). Ask what a pumpkin is (is it an animal, a toy, clothing, food - food!). Tell them that some people use the insides of a pumpkin to make pumpkin pies. Pass out paper and tell children they will get to make their own "Pumpkin Patch" - ask what shape a pumpkin is (circle); tell them that pumpkins come in all different sizes, so they can use their pencil and trace all different sized circles; remind them to put them along the bottom of the paper, since pumpkins grow on a

CONSTRUCTION:

Materials: Pencils; orange, green and black crayons; glue; scissors, large manila paper; brown paper; patterns for shirt and circle templates; scarecrow pictures

Teacher Prep: Print pumpkin patch at top of each child's paper; use pattern to outline one scarecrow shirt (brown) per child; either locate circluar shaped objects (at least 3 sizes) or use the patterns to make circle templates for the children to use for tracing (*note: make several templates of each size, so the children don't have to wait long to trace a different size).

PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE:

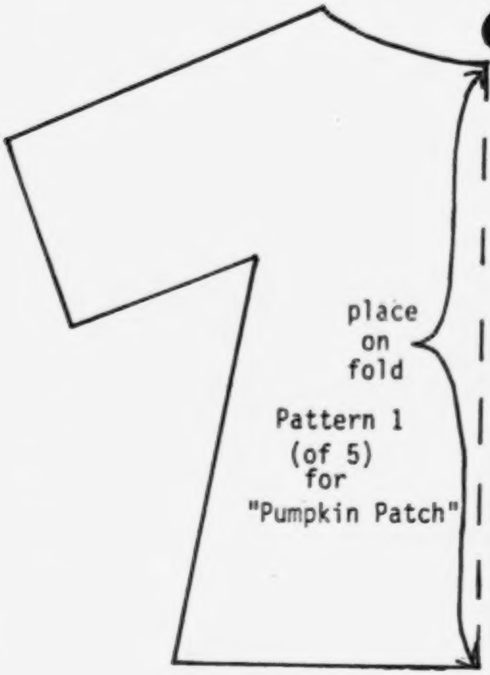
RKF

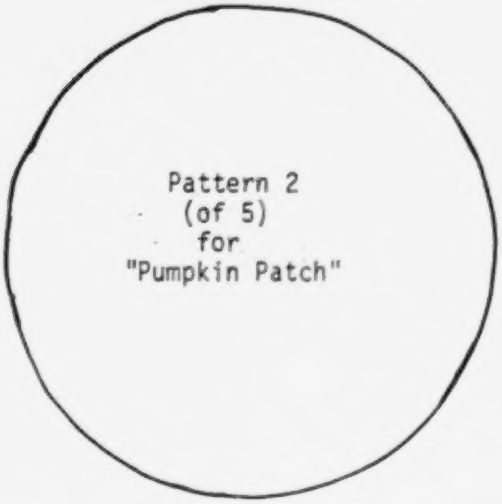
Pumpkin Patch Continued

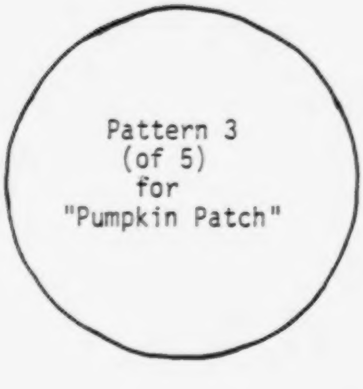
STUDENT DIRECTION:

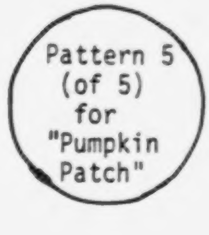
grow on a vine on the ground. After they trace their circles (at least 7), they should color the pumpkins (ask them what color) and draw a green vine on the ground. Next, pass out brown paper and instruct them to cut out their shirt for their scarecrow.

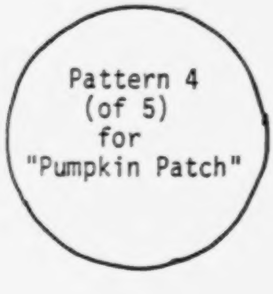
Then, let them glue the scarecrow shirt on their paper and color on a head, hands, legs and a post. Have them count and tell you how many pumpkins are in their pumpkin patch, and let them say "pumpkin patch" again.


place
on
fold
Pattern 1
(of 5)
for
"Pumpkin Patch"


Pattern 2
(of 5)
for
"Pumpkin Patch"


Pattern 3
(of 5)
for
"Pumpkin Patch"


Pattern 5
(of 5)
for
"Pumpkin
Patch"


Pattern 4
(of 5)
for
"Pumpkin Patch"

TITLE: Rainbow Trout

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Water Animals
Cognition-P/TS	Develops visual perception	
Communication-EL	Learns that the enviroment can be observed, manipulated and tested.	

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW cut following a curved line.
Draws within angled and curved path	TLW draw stripes within a curved path.
Identifies colors by name	TLW name colors.
Participates in group discussion	TLW participate in a discussion about fish.

STUDENT DIRECTION: Talk about fish - where they live (in the water); what size and color they are (big, little, medium sizes and all colors, stripes and spots); ask what will happen if the fish stays out of the water a long time - it will die; ask what we can do with different kinds of fish - some we can keep as pets in an aquarium, others we can eat (ask who has eaten catfish or tuna fish); ask them how we get the fish we eat - they are caught in nets or on a hook by fishermen.

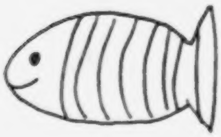
- Tell them that one real pretty fish is the Rainbow Trout (ask what it might look like - like a rainbow with all colors of stripes).
- Pass out paper, have them trace the fish with their finger, then cut it out.
- Finally, let them use the colored chalk to make their Rainbow Trout - have them name each color they choose to use. Spray with hairspray when finished to prevent the chalk from smearing.

CONSTRUCTION:

Materials: Large manila paper; newspaper; large colored chalk; hairspray (aerosol); scissors

Teacher Prep: Outline a large fish on manila paper for each child

PICTURE IF APPLICABLE:

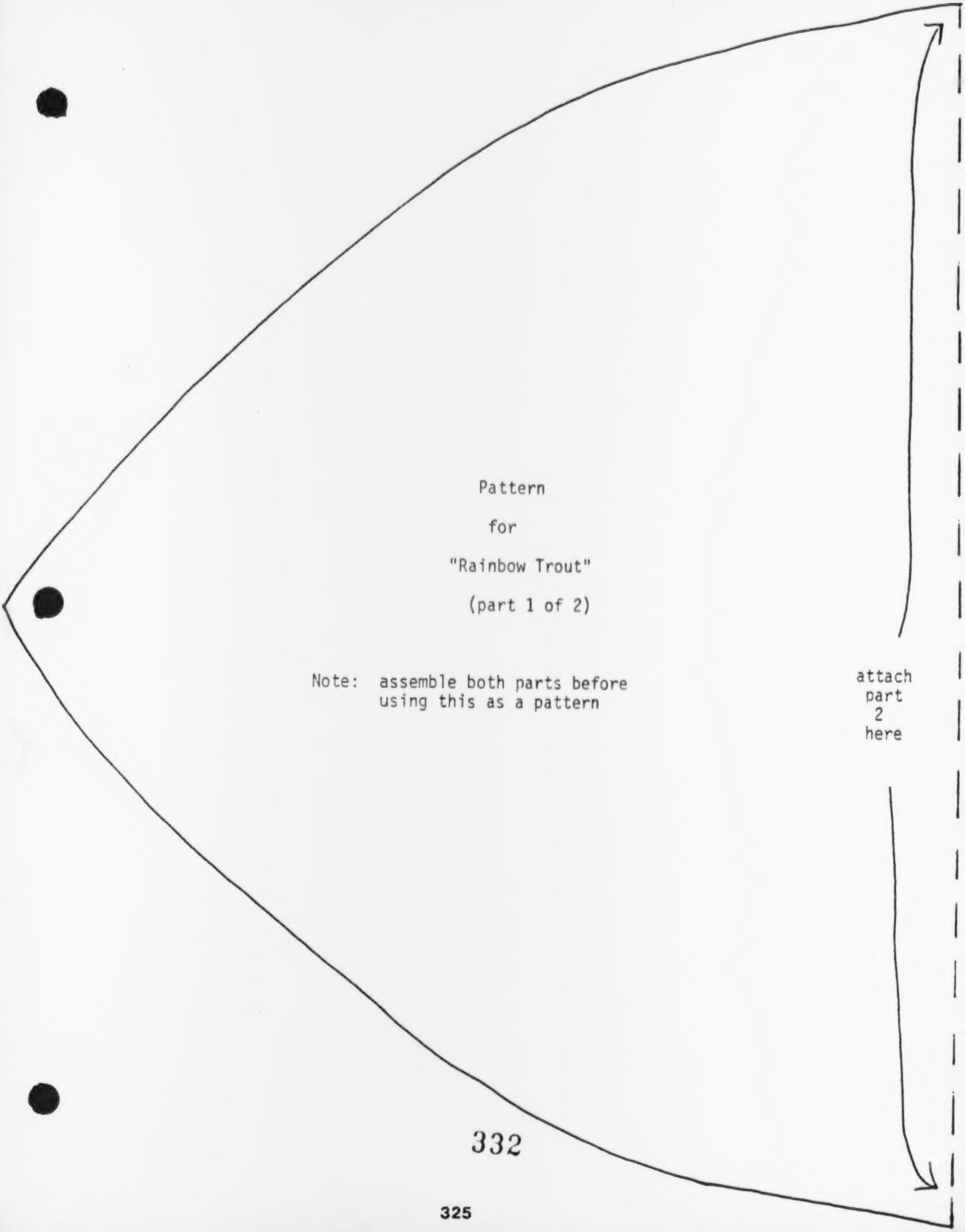


PATTERN:

See Page

REFERENCE: RKF

ECEE:
Learns to participate in group discussion


attach
part
2
here

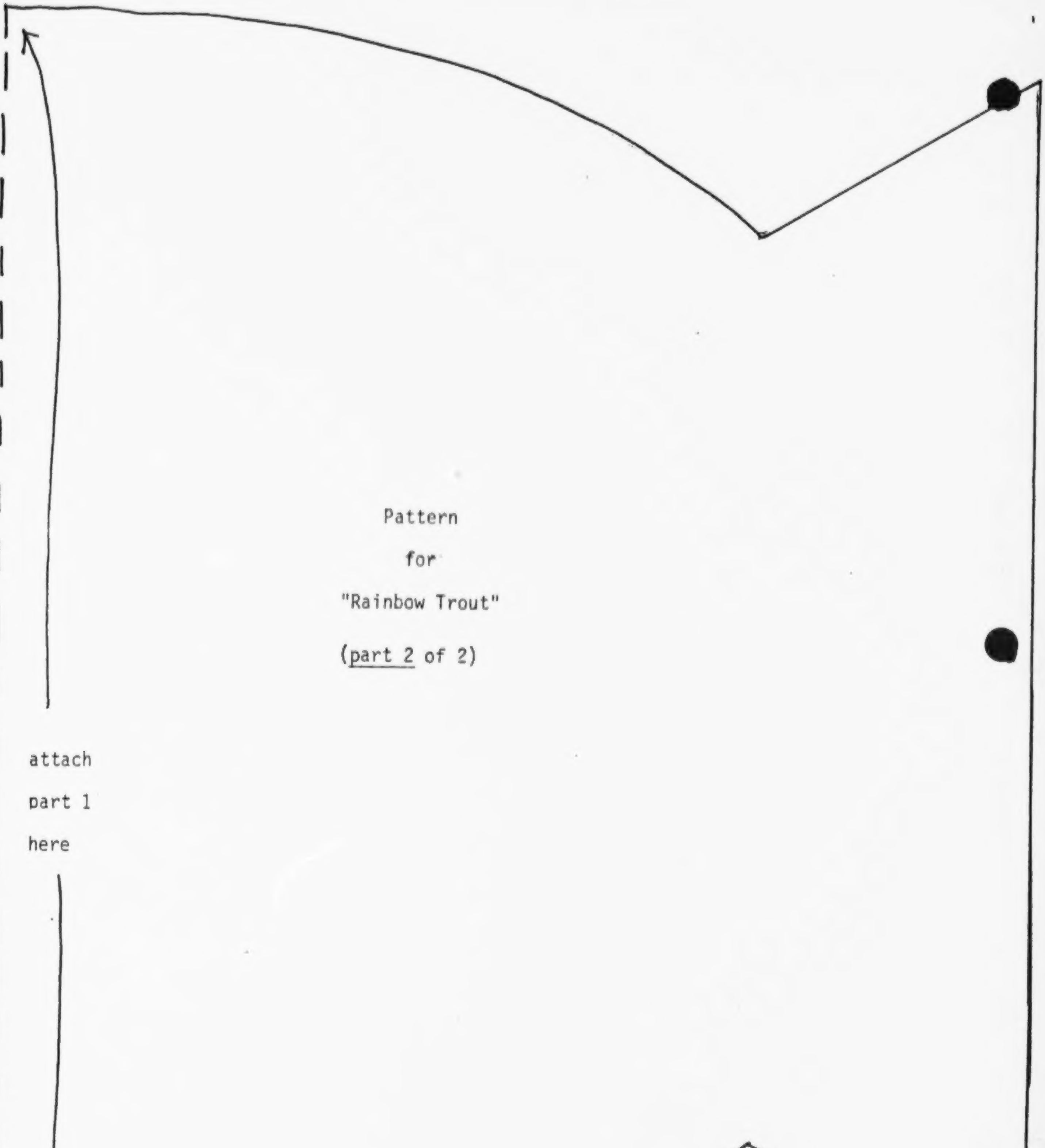
Pattern

for

"Rainbow Trout"

(part 1 of 2)

Note: assemble both parts before using this as a pattern



Pattern

for

"Rainbow Trout"

(part 2 of 2)

attach

part 1

here

TITLE: Raindrop Painting

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use specific hand movements with ease and dexterity	Weather
Cognition-TS	Learns that the environment can be observed	

ACTIVITY SKILL:	OBJECTIVE:
Uses pincer grasp	TLW use a pincer grasp to operate an eyedropper.
Identifies colors by name	TLW identify 4 colors by name.

STUDENT DIRECTION:

Talk about rain (where does it come from - sky/clouds; what color is it - clear; is it hot or cold; wet or dry; what can we use to keep rain off of us - raincoat/umbrella).

- Tell them that they are going to make some rain pictures, but that their rain will be pretty colors instead of clear (why would we not want it to be clear - could not see it).
- Pass out paper towels, smocks.
- Demonstrate how to use eyedropper by gently squeezing and releasing to fill it, and then gently squeezing to make small drops (we do not want a flood).

CONSTRUCTION:

Materials: Regular paper towels, eyedroppers, 4-5 colors of very watered down tempera paint, smocks, 4-5 small containers for paint.

Teacher Prep: Print child's name on 3 different towels, prepare tempera paint (4-5 different colors).

PICTURE IF APPLICABLE: N/A

PATTERN: N/A

REFERENCE:

RKF

Raindrop Painting Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	Weather

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion about the rain.

STUDENT DIRECTION:

- Let them take turns with the different colors (one eyedropper per color) - be sure to ask them to name the different colors.
- They may make 3 pictures (hang to dry).

TITLE: Rain, Rain (Cut and Paste)

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Weather
Communication-EL	Learns to participate in a conversation by talking, asking and answering questions	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small strips of paper.
Pastes using index finger	TLW paste small bits of paper onto a large sheet of paper using his index finger.

STUDENT DIRECTION:

Talk about rain (wet/dry; soft/hard; where does it come from - clouds).

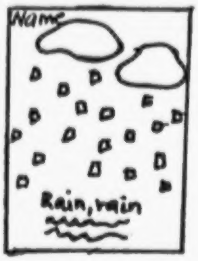
- Pass out blue paper, read poem, ask why we might want the rain to go away (so we can play outside).
- Pass out white paper (ask them to name the color) and scissors, instruct them to cut out a cloud (or clouds) for their sky; ask them where the clouds should go on their paper (at the top or bottom?) - let them glue it on top.
- Then, pass out strips, instruct them to cut very small pieces for rain and

CONSTRUCTION:

Materials: Large blue paper, white paper, scissors, glue, permanent black markers.

Teacher Prep: Use marker to print the following poem on each paper:
Rain, rain go away
Come again
Another day.
Also, cut two strips of white paper (approx. 1" x 9") per child.

PICTURE IF APPLICABLE:



PATTERN:
N/A

REFERENCE:
RKF

Rain, Rain (Cut and Paste) Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Cognition-TS	Learns that the environment can be observed.	Weather

ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion about rain.
Identifies colors by name	TLW identify the colors blue and white by name.

STUDENT DIRECTION:

glue them on their paper under the cloud.
- Finally, read poem again, encourage them to say it with you, pointing to the words.

TITLE: Rake Picture

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine Cognition-TS/P Communication-EL	Learns to use the eyes and hands together	Autumn

ACTIVITY SKILL:	OBJECTIVE:
Cuts with scissors	TLW use scissors to cut following a 3" line.
Names colors	TLW name the following colors: red, yellow, orange, brown, green.

STUDENT DIRECTION:

Talk about the season, autumn (it comes after hot summer and before cold winter). Leaves change colors and fall to the ground, then ask them what we do - rake the leaves. Show real rake (or picture), touch the handle and tongs (naming them) and let each child do the same. Tell them they will each make their own rake. Pass out papers and rake handle/holder and instruct them to glue it on; then ask them what is missing on the rake - the tongs (have them say the word); ask if we can rake any leaves without them? - No! So, pass out red rectangle (ask them color and shape) and scissors, and instruct them to cut on the lines to make their tongs. Finally, they should glue the tongs on their rake and then color many leaves around it.

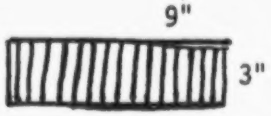
CONSTRUCTION:

Materials: Large manila paper, black and red paper, scissors, glue, markers or crayons (red, yellow, orange, brown, and green), rake handle pattern, a real rake (child's or adult's), or picture of one is helpful but not a necessity.

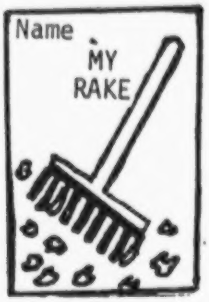
Teacher Prep: Cut one black rake handle/holder per child. Cut 1 red rectangle per child (9" x 3") and draw cutting lines with dark marker (see picture A below); print children's names on top left of paper.

PICTURE IF APPLICABLE:

A.



B.



PATTERN:

See page.

REFERENCE: RKF

Rake Picture Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Develops visual perception
Learns to understand commands
and questions

ACTIVITY SKILL: OBJECTIVE:

Answers questions

TLW answer questions about autumn and leaves.

STUDENT DIRECTION:

Encourage them to name the colors of the leaves as they draw them. You may wish to add the words - My Rake - to their picture.

FOLLOW-UP:

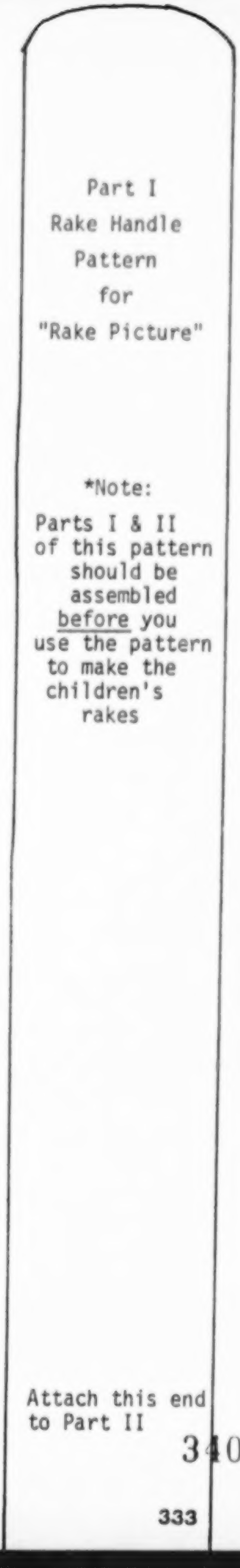
Sing "Raking The Leaves" (Tune: Mulberry Bush)

This is the way we rake the leaves
Rake the leaves, rake the leaves
This is the way we rake the leaves
When summer turns to autumn.

Children do raking action.

Red and brown and yellow leaves,
Yellow leaves, yellow leaves,
Red and brown and yellow leaves
We rake off the ground.

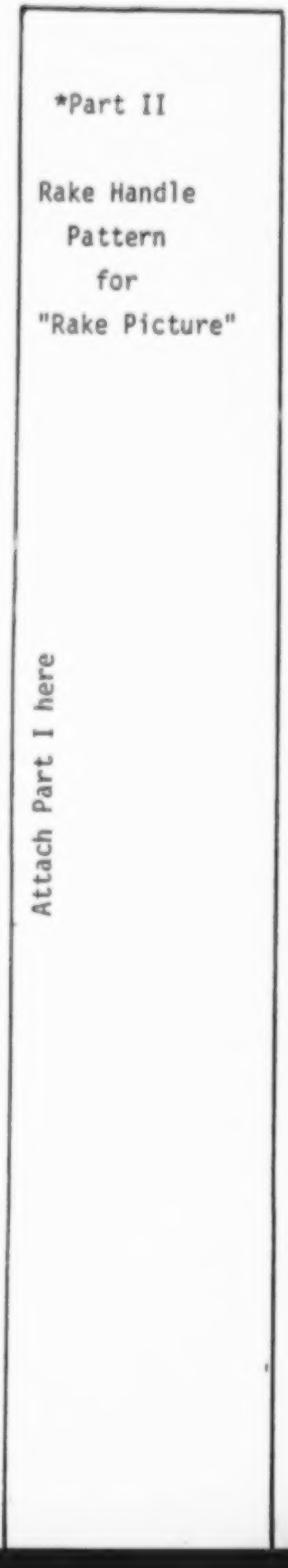
Children pretend to pick up leaves and put them in a basket.



Part I
Rake Handle
Pattern
for
"Rake Picture"

*Note:
Parts I & II of this pattern should be assembled before you use the pattern to make the children's rakes

Attach this end to Part II



*Part II

Rake Handle
Pattern
for
"Rake Picture"

Attach Part I here

Visual Arts

TITLE: Reindeer Sack Puppet

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Cognition-TS	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Cuts circles and triangle from paper	TLW cut circles and triangles from paper following a line.
Pastes using index finger	TLW will paste using his index finger.

STUDENT DIRECTION:

Talk about reindeer (show Rudolph storybook pictures or toy reindeer if possible) - ask what pulls Santa's sleigh (reindeer) - ask what color they are (brown) - ask what is on their head (antlers). Tell them that there is one special reindeer who is always first because his nose lights up to show the way at night (like the lights on a car); ask if they know his name (Rudolph). Tell them they will each make their own Rudolph puppet. Explain that first we will trace around their hands for the antlers: (ask what antlers are - horns; and where they go - on the head); use a marker and trace each child's right and left hands on brown paper (put initials on hands immediately) - you will need to cut these out while the children are working on something else. Pass out brown, red and white paper (ask shapes and colors) and scissors

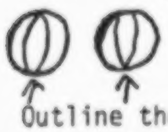
CONSTRUCTION:

Materials: Small brown sacks; brown, red and white paper; scissors; glue; stapler; blue markers or crayons; pencil; patterns; story or picture of Rudolph (optional).

Teacher Prep: Darkly outline 1 red circle and 2 circles on white paper (approx. 1½" in diameter) per child - they will cut them out; print child's name inside bottom of sack; with a pencil, lightly outline the inside of the white circles as eyes (see A below). Outline one brown triangle.

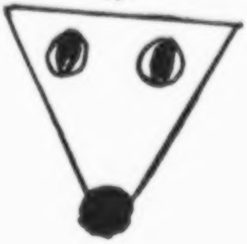
PICTURE IF APPLICABLE: PATTERN: See page.

A.

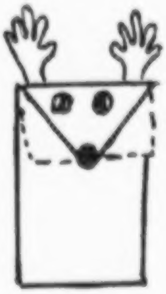


Outline the inside lines with pencil

B



C



Bottom of sack moves up and down when hand is inside.

REFERENCE:

RKF

Reindeer Sack Puppet Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-EL	Learns that the environment can be observed, manipulated and tested Learns to respond to books and poems read aloud	

ACTIVITY SKILL:	OBJECTIVE:
Names shape: circle, triangle	TLW name the shapes: circle, triangle.
Retells short stories	TLW tell the story of "Rudolph".
Tells familiar story without pictures for cues	

STUDENT DIRECTION:

instructing them to cut on the heavy lines; then instruct them to use the blue marker and color inside the lines on the white eyes. Finally, let them glue the eyes and nose onto the brown triangle (see B under "picture") and then glue the brown triangle on the bottom of the sack. (*Be sure to assemble puppet so that head moves up and down when hand is inside - see C under "picture"). Using a stapler, attach the "antlers" to the top left and right corners of the brown triangle.

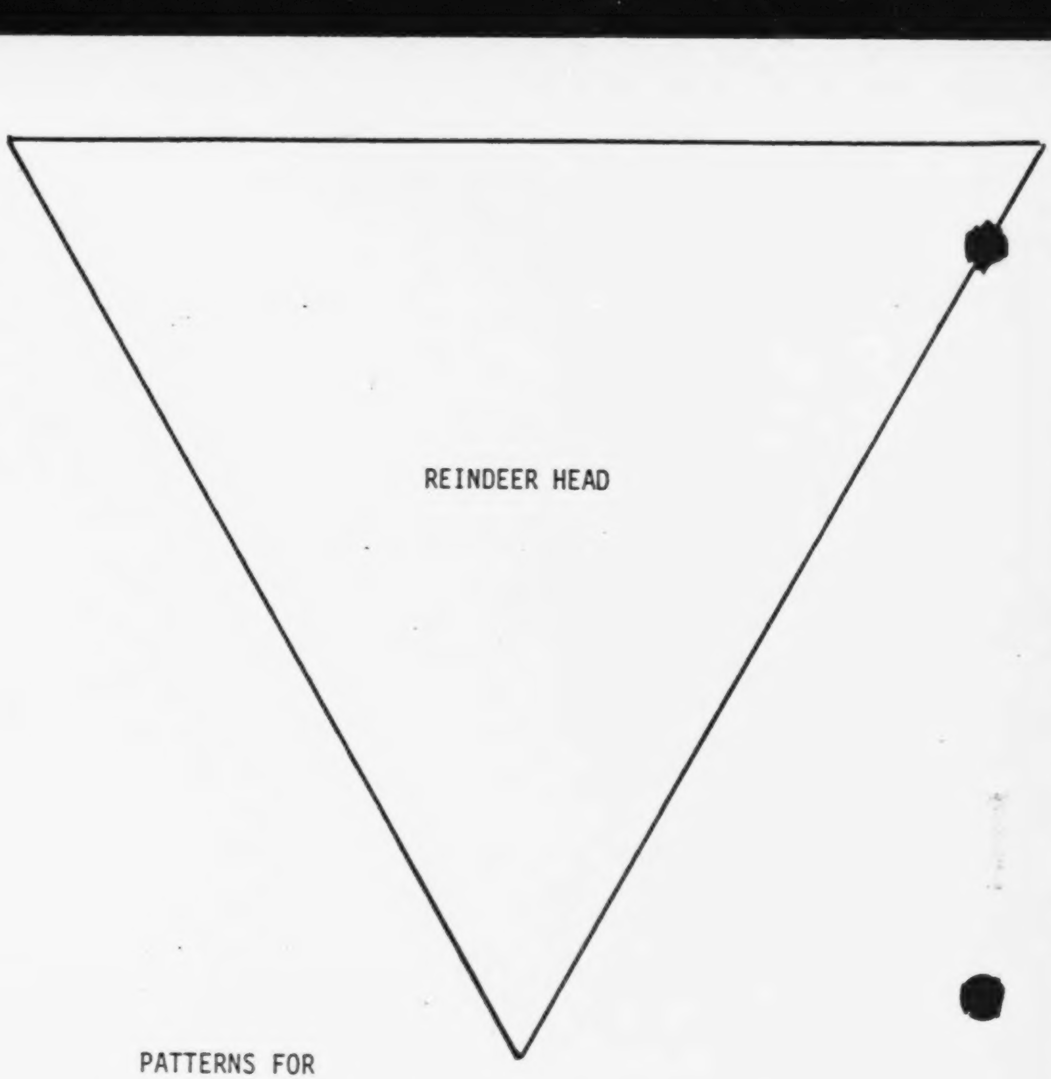
Follow-up Activities:

1. Let the children "wear" their puppets on their hands while you read "Rudolph The Red-Nosed Reindeer" story.

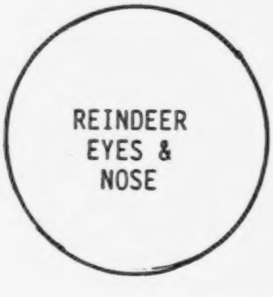
2. Let children "dance" their puppets to "Rudolph" song.

3. Let children "act out" the story of "Rudolph" using their puppets.

4. Let children tell the story of "Rudolph".


REINDEER HEAD

PATTERNS FOR
"REINDEER SACK PUPPET"


REINDEER
EYES &
NOSE

TITLE: Rocket Mobile

INSTRUCTIONAL AREA:

Motor-Fine

Communication-EL

ECEE:

Learns to use the eyes and hands together

Learns to participate in a conversation by talking, asking and answering questions

UNIT: (See Section I)

Transportation

ACTIVITY SKILL:

Cuts geometric shapes from paper

Glues/pastes using index finger

OBJECTIVE:

TLW cut a circle, square, rectangle and triangles from paper following a line.

TLW use his index finger to glue the shapes together.

STUDENT DIRECTION:

Talk about transportaion in the sky (airplane, helicopter, rocket, etc.); tell them that right now only a few people can ride in rockets - people who have gone to school a long time and learned to be astronauts - someday maybe we will be able to fly in a rocket.

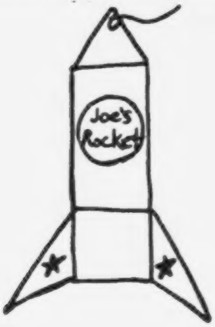
- Tell them they will make their own rockets; pass out shapes - ask them to name the colors and shapes - instruct them to cut on the lines; then let them assemble their rocket any way they want with glue (you may draw a sample rocket on the board but do not insist that they copy it).
- Let them glue on their circle and 2 stars anywhere - punch hole, add reinforcement and yarn (or string) - hang in window, etc.

CONSTRUCTION:

Materials: Red, white and blue paper, reinforcements, scissors, yarn, blue markers or crayons, glue, small stars (the lick-on kind), patterns.

Teacher Prep: For each child to cut later, use patterns and outline one blue rectangle, one red square, one red triangle for nose, two blue triangles for wings, also make a white circle for each child (print the child's name and the word Rocket inside the circle - see picture); cut a piece of yarn or string 10-12" for each child.

PICTURE IF APPLICABLE:



PATTERN:

See page.

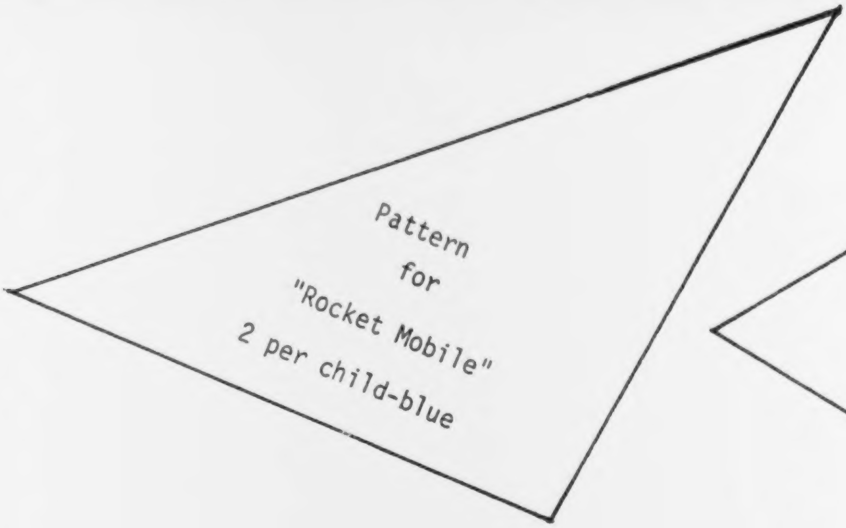
REFERENCE:

RKF

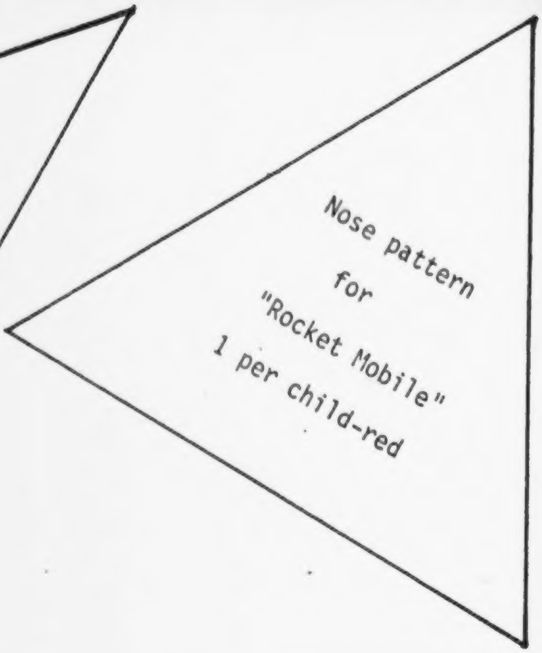
Rocket Mobile Continued

INSTRUCTIONAL AREA:	ECEE:
Cognition-TS	Learns that the environment can be observed Learns about people, places, space and events

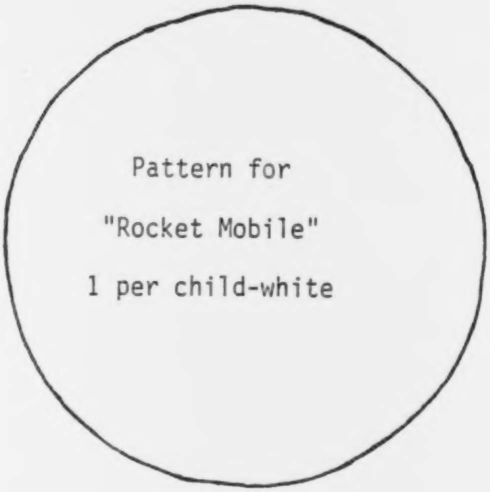
ACTIVITY SKILL:	OBJECTIVE:
Participates in group discussion	TLW participate in a discussion about transportation.
Identifies colors by name	TLW name the colors: red, white and blue.
Names shapes	TLW name the 4 basic geometric shapes.



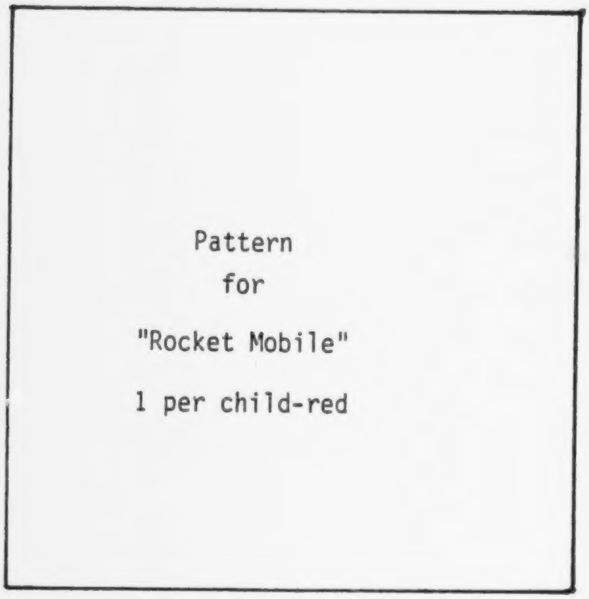
Pattern
for
"Rocket Mobile"
2 per child-blue



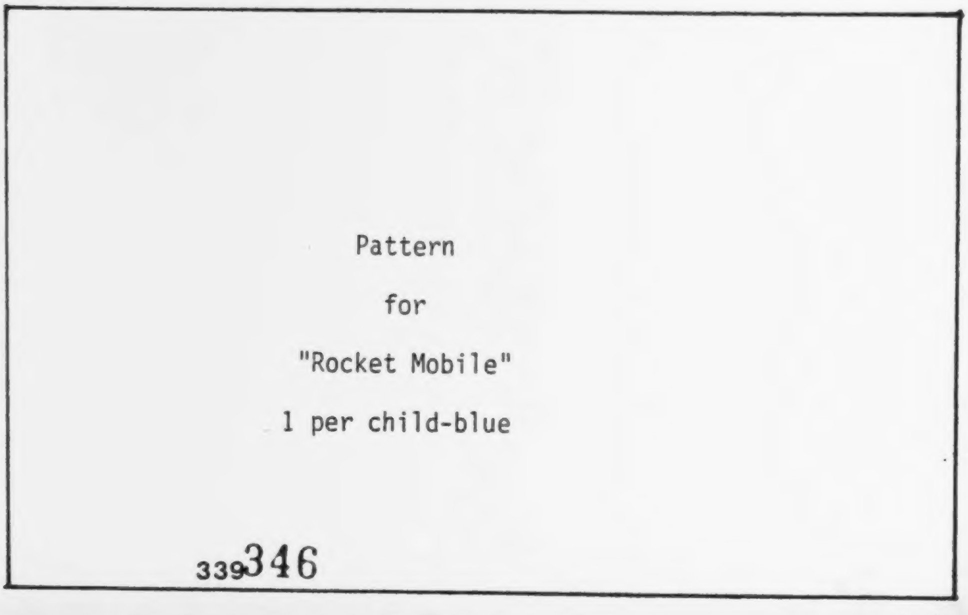
Nose pattern
for
"Rocket Mobile"
1 per child-red



Pattern for
"Rocket Mobile"
1 per child-white



Pattern
for
"Rocket Mobile"
1 per child-red



Pattern
for
"Rocket Mobile"
1 per child-blue

Visual Arts

TITLE: Santa Mobile

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Cognition-TS	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Cuts shapes from paper	TLW cut circles, triangle and rectangle from paper following a line.
Names shapes: circle, triangle, rectangle	TLW name a circle, triangle and rectangle.

STUDENT DIRECTION:

Talk about Santa Claus (what color is his suit? - what does he wear on his head? - what grows on his chin? - what does he say? etc.); tell them they will make their own Santa's. Pass out the 4 precut red strips (have them count the strips and name the color). Tell them that those will be his arms and legs. Instruct them to find the 2 longest strips - these are for his legs; show them how to find the "x" and then fold back and forth keeping the "x" on top (repeat for the two arms). Then, pass out the other pieces; have them name/or point to the circles, triangle and rectangle; then instruct them to cut on the lines. Help them assemble Santa with glue by asking questions and/or giving instructions about where the body parts go, such as:

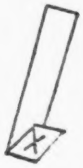
CONSTRUCTION:

Materials: Paper (red, black, tan); scissors; glue; markers or crayons; cotton; yarn; hole-punch; patterns.

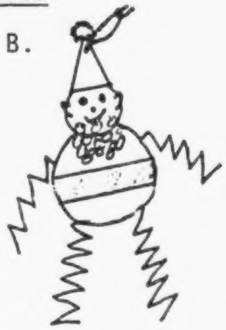
Teacher Prep: Use patterns to outline the following for each child to cut later: a 6" circle on red for a body; a 4" circle on tan (or pink or brown) for the head; a 4" triangle on red for the hat; a 5" x 1" rectangle on black for the belt; also for each child, cut 2 red strips 1" x 8" and 2 red strips 1" x 6" (for arms and legs) and a 6" piece of yarn; use a marker and make an "x" on one end of each of the precut red strips (see A below).

PICTURE IF APPLICABLE:

A.



B.



PATTERN:

See page.

REFERENCE:

RKF
EC/ESC/10/84

Santa Mobile Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-EL	Learns to use specific hand movements with ease and dexterity Learns to participate in a conversation by talking, asking and answering questions	

ACTIVITY SKILL:	OBJECTIVE:
Folds paper	TLW fold strips of paper "accordion" style.
Distinguishes between large and small	TLW identify the largest circle.
Touches and names own facial features	TLW name four facial features.
Participates in group discussion	TLW answer questions during a group discussion.

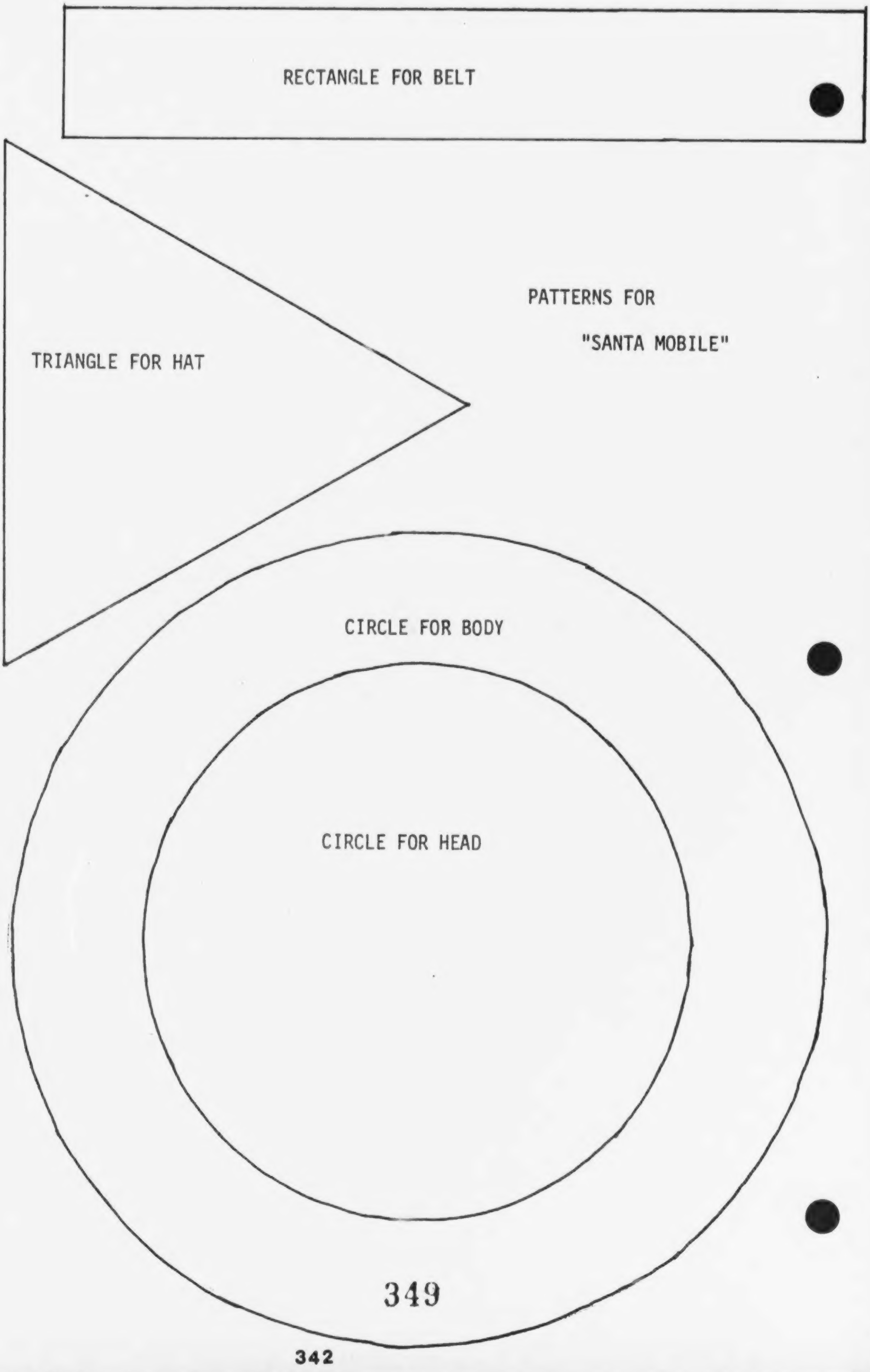
STUDENT DIRECTION:

1. Find the largest circle - this will be Santa's body.
2. Find the rectangle - this will be Santa's belt - glue it across the middle of his body.
3. Find the smallest circle - this will be Santa's head; what's missing on his face? (eyes, nose, mouth, ears - have them name and point to their own); color in what goes on his face.
4. Where should his head go? (on top of his body) - glue it on.
5. What does he need to walk and run with? (legs) - find the 2 longest strips; where should the legs go? (at the bottom).
6. What does he need to carry his toys with (arms) - find the other 2 strips; where should they go? (on the sides).
7. What does Santa wear on his head? (a hat) - find the triangle and glue it on.
8. What's usually on top of his hat? (a white pom-pom) - pull off a small piece of cotton and glue it on.
9. Something is missing on Santa's chin - what usually grows there? (a beard) - glue some cotton on his chin for a beard.

Finally, let them punch one hole in the top of his hat and thread yarn through it; you will need to tie it.

PATTERNS FOR

"SANTA MOBILE"


RECTANGLE FOR BELT
TRIANGLE FOR HAT
CIRCLE FOR BODY
CIRCLE FOR HEAD

TITLE: Seashell Picture

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Water Animals
Cognition-P	Develops visual perception	
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Traces around shapes	TLW trace around shapes using a pencil.
Draws within angled and curved path	TLW color designs within a curved path.
Participates in group discussion	TLW participate in a discussion about seashells.

STUDENT DIRECTION: Talk about and show shells; ask where they come from (the ocean - ask what the ocean is - a lot of water); ask what shells are/were (a home for little ocean animals); ask if the animals stay in the same shell their whole life (no, they find larger shells as they grow bigger); ask if they can think of a reptile that has a shell (turtle).

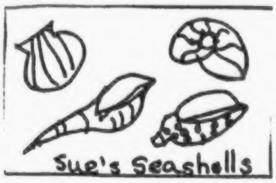
- Show stencils and tell children they will make their own seashell picture by tracing around the templates with their pencil (demonstrate how to hold it with one hand and trace with the other).
- Finally, let them use markers to make their "seashells" pretty.

CONSTRUCTION:

Materials: Cardboard; shell stencil patterns; large manila paper; pencils; markers; seashells and/or picture book

Teacher Prep: Find some shells or picture book to display; print names on paper, ex: "Sue's Seashells"; prepare shell stencils by using patterns and tracing them onto cardboard, then cutting them out (*note: the designs on the patterns are provided only as a guide in case real shells are not available)

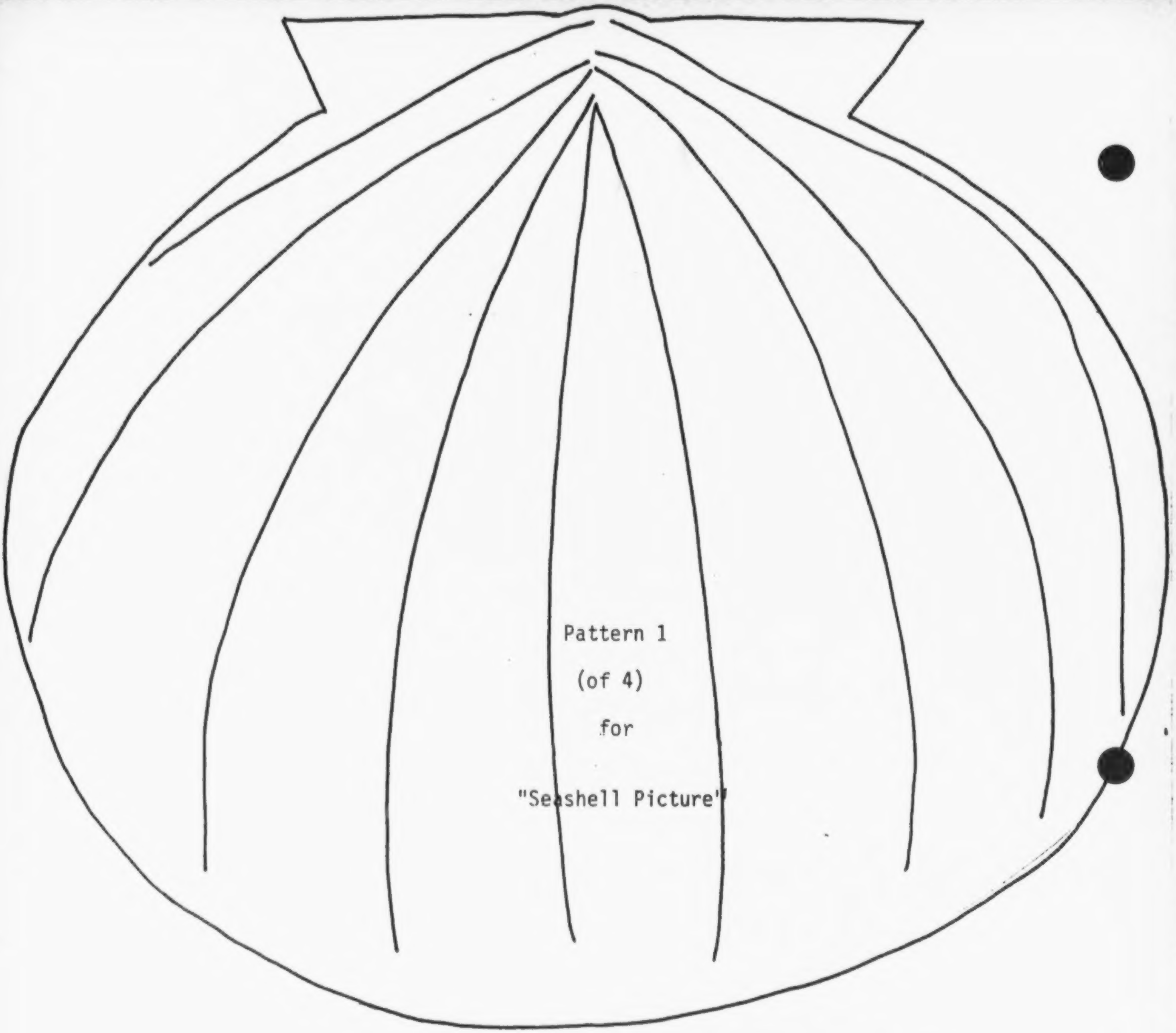
PICTURE IF APPLICABLE:



PATTERN:

See Page

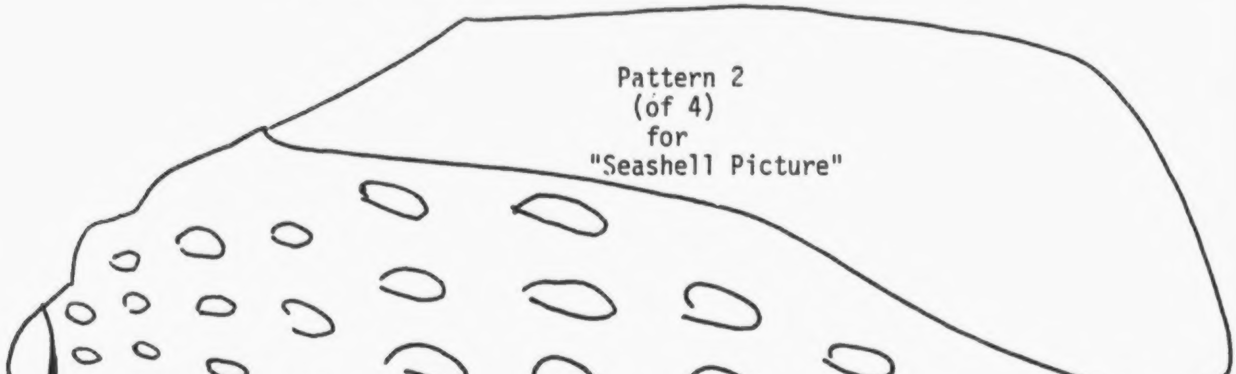
REFERENCE: RKF

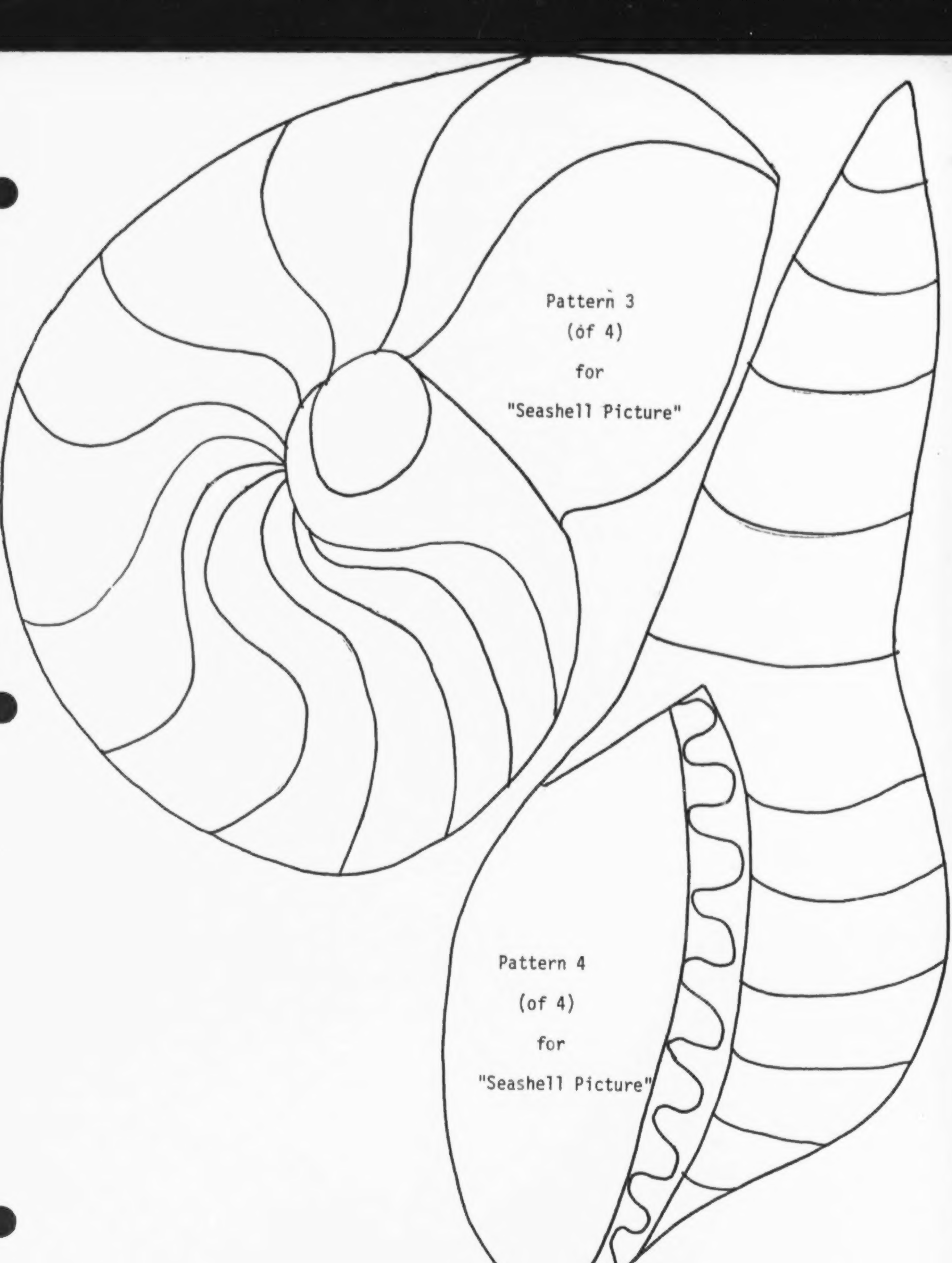

Pattern 1

(of 4)

for

"Seashell Picture"


Pattern 2
(of 4)
for
"Seashell Picture"



Pattern 3
(of 4)
for
"Seashell Picture"

Pattern 4
(of 4)
for
"Seashell Picture"

TITLE: Seed Packets

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use specific hand movements with ease and dexterity	Plants
Cognition-TS	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Folds paper	TLW fold a strip of paper.
Snips with scissors	TLW use scissors to snip small pieces of paper.
Identifies colors by name	TLW name five colors.
Recognizes empty/full	TLW tell if his seed packet is empty or full.

STUDENT DIRECTION: Talk about seeds (we plant them in soil; sun shines, water comes, plant grows, flower blooms - we can buy seeds at the store in a "packet"). Show them the packet of store-bought seeds. Have them describe the outside (picture, words, etc.); then let them touch and look at some seeds. Tell them they will each make a packet and seeds for it. Pass out manila strips, instruct them to fold the bottom up to the line (not exactly in half, one side will be longer--see picture A). Staple along sides, fold top down to make a flap. (see picture B). Pass out colored strips (have them name the colors); instruct them to snip small pieces to be their seeds. Instruct them to use the markers to draw a picture of what their seeds will grow into on the front of their packet. Ask them if their seed packet is full or empty? (empty). Instruct them to make it full by putting the "seeds" inside.

* Print seeds on front (see picture C). Have them read the word.

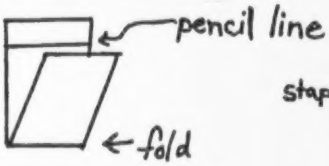
CONSTRUCTION:

Materials: Markers; colored and manila paper; pencil; stapler; scissors; seed packet (purchased from store)

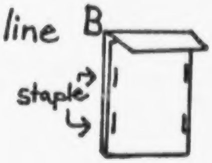
Teacher Prep: Make one long strip of manila paper per child (approx. 3"X10"); using a pencil, draw a line across one end, approx. 1" from top (see picture A); gather various pieces of scrap paper (all colors--at least five colors per child), then cut the colored scrap paper into narrow strips (provide ten strips for each child).

PICTURE IF APPLICABLE:

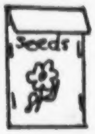
A



B



C



PATTERN:

N/A

REFERENCE: RKF

Seed Packets Continued

ECEE:

Learns that the enviroment can be observed

Learns the concept of quantity

TITLE: Shamrock Hats

INSTRUCTIONAL AREA:	ECEE:
Motor-Fine	Learns to use the eyes and hands together
Cognition-P/TS	Develops visual perception Learns about people, places, space and events

UNIT: (See Section I)
St. Patrick's Day

ACTIVITY SKILL:	OBJECTIVE:
Cuts along straight line	TLW use scissors to cut along a straight line.
Draws within angled or curved path	TLW color inside a shamrock without going outside the curved lines.

STUDENT DIRECTION:

Talk about St. Patrick's Day (green, shamrock, leprechaun, etc.); pass out papers and tell the children they will be decorating their own shamrock hats to wear on St. Patrick's Day. Ask where we wear hats - on our feet? no, on our heads (have them touch and say, "head"). Instruct them to use their green and yellow crayons/markers and to color/make designs inside the shamrock and headband. When they finish coloring, instruct them to use their scissors to cut on the line to cut out their headband (you will probably need to cut out the shamrocks for most of them). Finally, assemble headbands to fit - staple; then staple shamrock on the front (see B below).

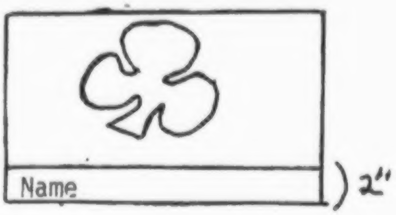
CONSTRUCTION:

Materials: Large manila paper; green and yellow crayons or markers; scissors; stapler; shamrock pattern.

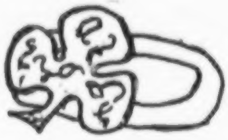
Teacher Prep: Outline a large shamrock and a headband (approx. 2" wide) on the paper with green crayon (see A below); print child's name on lower part of headband.

PICTURE IF APPLICABLE:

A.



B.



PATTERN:
See page

355

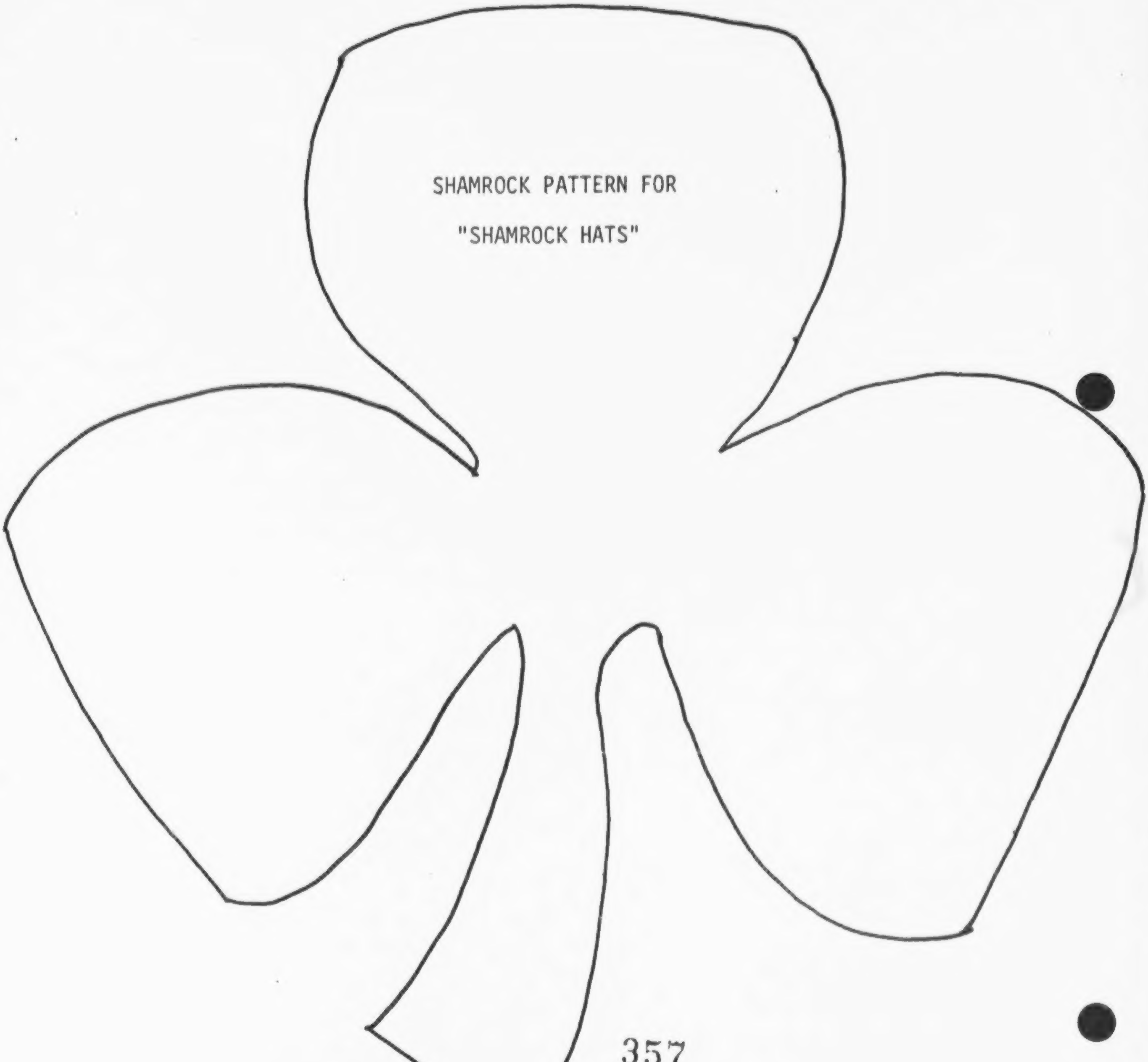
REFERENCE:

RKF

EC/ESC/10/84

TITLE: Shamrock Hats Continued

ACTIVITY SKILL:	OBJECTIVE:
Identifies a body part - head	TLW identify the head as the body part on which a hat is worn.



SHAMROCK PATTERN FOR

"SHAMROCK HATS"

TITLE: Silo and Hay and Corn

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor - Fine	Learns to use eyes and hands together	Farm Animals
Cognition - TS	Learns that the environment can be observed	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces off of a strip of paper.
Identifies colors by name	TLW identify three colors by name.

STUDENT DIRECTION: Talk about a "SILO", what is it for (to keep food for farm animals, such as corn and hay), ask who puts the corn and hay into the silo (the farmer). Pass out toilet paper rolls and red markers (name color). Instruct them to color their "silos". Pass out black ½ circles. Assist them in forming it into a cone-shape and tape it. Put it on top of silo. Pass out yellow and brown strips (name colors) and scissors, instruct them to cut "corn" and "hay" and put it inside their silos (they will have to set off the black tops temporarily while they do this).

CONSTRUCTION:

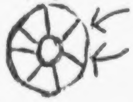
Materials: Toilet paper tubes, scissors, yellow and brown paper, tape, red markers or crayons, black paper and white paper

Teacher Prep: Prepare toilet paper tube (1 per child) by glueing on a bottom out of large white circle (see A below). Print name on bottom. Cut 1 black ½ circle per child (see B below). Cut 2 yellow and 2 brown strips per child (approx. 1" x 8").

PICTURE IF APPLICABLE:

PATTERN: N/A

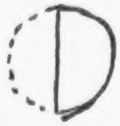
A.



cut on all these lines stop at the inner circle

- the inner circle should be the same diameter as the end of the toilet paper tube
- the complete circle is 3½" diam.

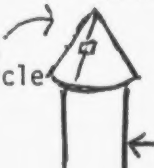
B.



black ½ circle (circle is 6" diam.)

C.

finished silo



white circle (A) glued on bottom

REFERENCE:

RKF

TITLE: Skeleton

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Halloween
Cognition-TS	Learns to use specific hand movements with ease and dexterity	

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW cut following a curved line.
Folds paper	TLW fold paper (fan-type folding).
Touches and names own facial features	TLW touch and name own facial features.
Describes location	

STUDENT DIRECTION: Talk about skeletons - color (what are they - a lot of bones put together in a special way to make the frame for a person, animal, bird, fish, etc.; are the skeleton bones on the outside or inside of the body - inside; what covers them - skin on people, feathers on birds, fur on some animals - show them skeleton pictures - encourage them to say "skeleton". Pass out white folded paper with lines and scissors; tell them they will make their own skeleton and this will be the body - instruct them to cut only on the lines, being very careful. Then pass out the strips for arms and legs; show them how to do a "fan-type" fold (back and forth and back and forth) always keeping the "x" on top -- help them only when absolutely necessary; let them fold as best they can each of the four strips. Next, give each child the "skull head" and a black crayon; ask what is missing on the head (have them touch and name their own facial features), then let them use the black crayon to draw the features on the skull. Finally,

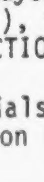
CONSTRUCTION:

Materials: White paper; scissors; yarn; black crayons and marker; skull pattern; skeleton pictures; tape or stapler

Teacher Prep: Cut 4 white strips per child (approximately 2"x12" each) and put an "x" on one end of each strip (see picture A); prepare 1 sheet of white paper (approx. 8"x5") per child by folding it in ½ lengthwise and using a black marker to draw on the lines to be cut (see picture B -- note how the lines curve); then, using skull pattern, cut one "head" per child; cut a 6" strip of yarn per child.

PICTURE IF APPLICABLE:

A



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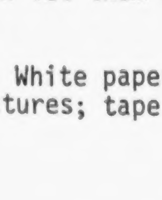
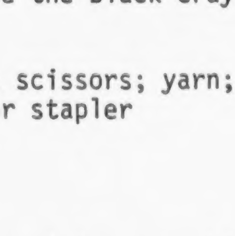


C



PATTERN:

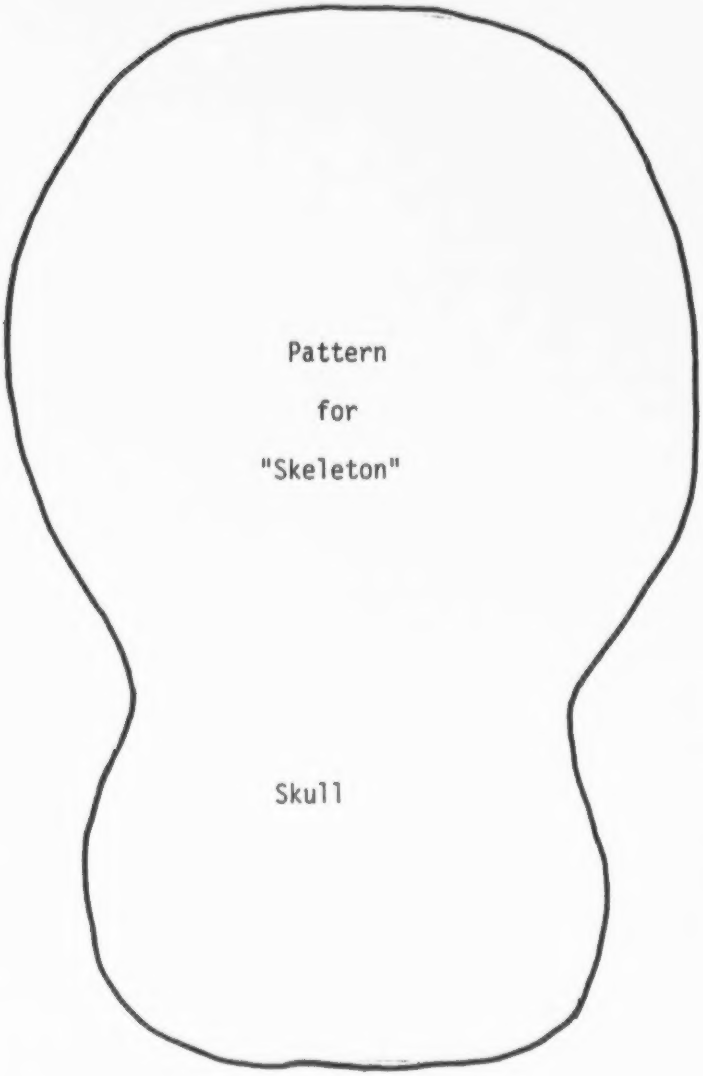
See page

REFERENCE: RKF

Skeleton Continued

OBJECTIVE:
TLW tell where skeleton bones are located - inside/outside the body.

STUDENT DIRECTION:
have them place all the body parts where they should go (lying on the table); then tape or staple the pieces together for them, adding yarn at the top so that the skeleton may be suspended from an object (i.e., window, ceiling, etc.).



Pattern

for

"Skeleton"

TITLE: Skunk

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine Cognition-TS Communication-RL/EL	Learns to use the eyes and hands together Learns about people/animals	Forest Animals

ACTIVITY SKILL:	OBJECTIVE:
Colors inside lines	TLW follow directions and color inside the white lines.
Names colors (black and white)	TLW name the colors - black and white.

STUDENT DIRECTION:

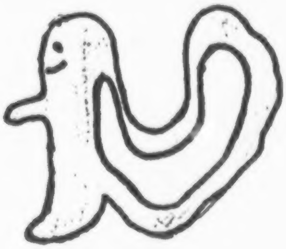
Talk about skunks. Ask what kind of animal it is (circus, farm, zoo, - forest), what color are they? (black with white stripe), what covers their body? (fur). If a skunk gets scared, what does he do? (cry, run away, - sends out a bad smell to make whatever is scaring him run away). Ask if we should try to play with a skunk (no!), why not? (because he would give us his bad smell). What animal does a skunk sort of look like? (a squirrel). How are they different? (a skunk has a white stripe down his back and tail). Pass out skunks (have them say "skunk" and name colors). Instruct them to color inside white lines to make his white stripe (don't let any of the black fur peek through). Then draw a face too! (naming eyes, nose and mouth). Next,

CONSTRUCTION:

Materials: Black paper, white chalk, small brushes, vinegar in small container and skunk pattern.

Teacher Prep: Cut out 1 skunk per child, use chalk to outline stripe on tail, put child's name on back.

PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE: RKF

362

Skunk Continued

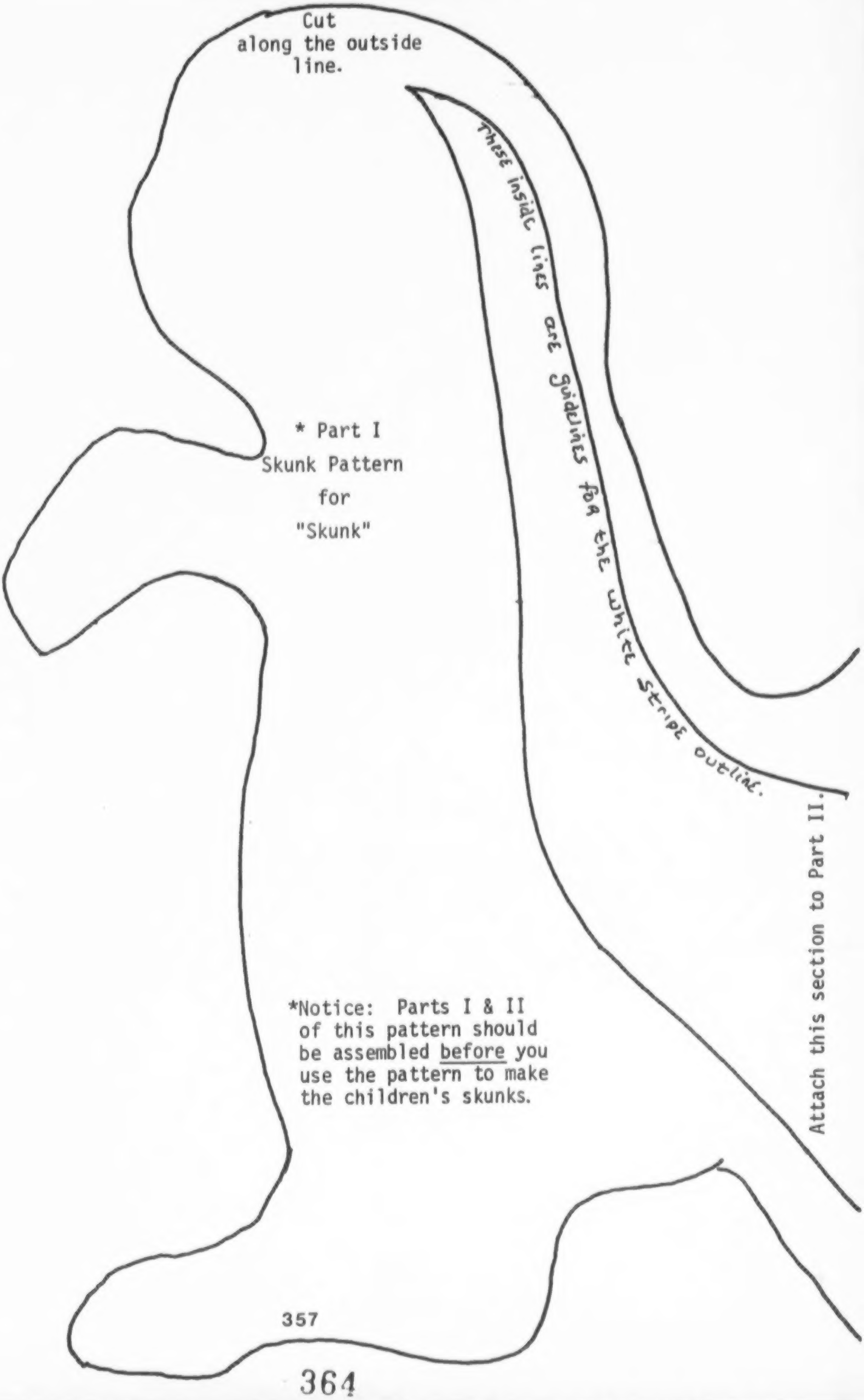
INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to participate in a conversation
Learns to understand commands
Learns that the environment can be observed and tested

ACTIVITY SKILL:	OBJECTIVE:
Names facial features	TLW name facial features.
Answers questions	TLW answer three questions about a skunk.
Tells if smell is sweet/pungent	TLW tell by smelling if vinegar smells sweet or pungent.
Indicates understanding of directions despite background noise	

STUDENT DIRECTION:

tell them their skunk is scared and getting ready to make a "smell." (Let them smell the vinegar.) Using small brushes, instruct them to paint on his smell on his black (not the white) fur. Encourage them to smell their skunk when finished and tell you about it.



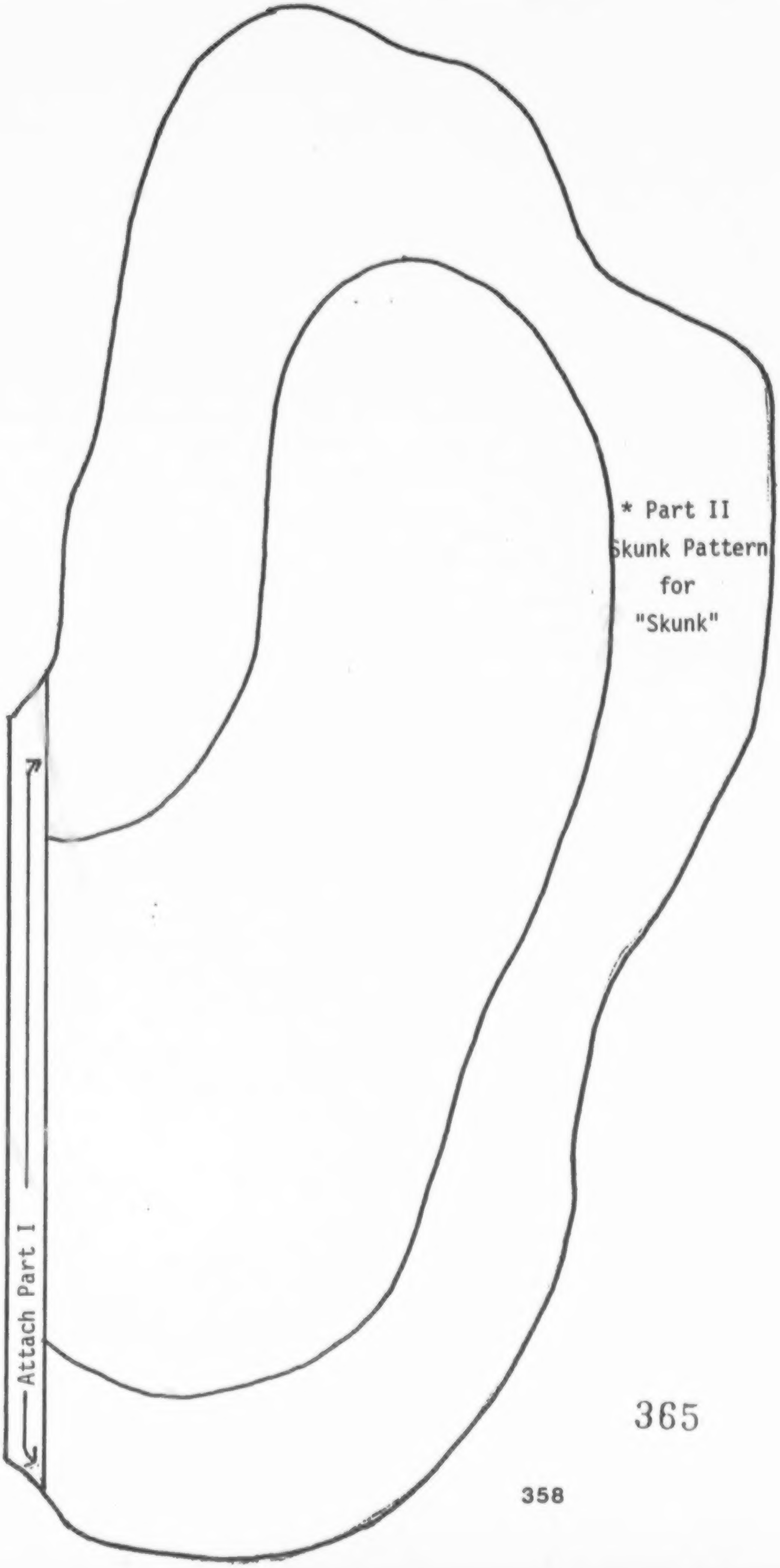
Cut
along the outside
line.

These inside lines are guidelines for the white stripe outline.

* Part I
Skunk Pattern
for
"Skunk"

*Notice: Parts I & II
of this pattern should
be assembled before you
use the pattern to make
the children's skunks.

Attach this section to Part II.


Attach Part I

* Part II
Skunk Pattern
for
"Skunk"

TITLE: Snowman - Big/Little

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine Cognitive-TS Social/Emotional	Learns to use the eyes and hands together Learns about people, places, space and events	Winter/Weather

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW cut out a circle following a line.
Identifies big and little	TLW name the big and little circles
Touches and names body planes (front/back)	TLW touch and name front and back of the snowman.

STUDENT DIRECTION:

Talk about the season, winter (ask questions such as, "Is it usually hot or cold in the winter?" "What happens sometimes when it gets very cold in the winter?" it snows. "What color is snow?" "Is snow wet or dry?" "What can you make out of the snow by rolling it into balls?" a snowman.) Tell them they will each get to make their own snowman - pass out the 2 predrawn shapes, ask them to name the shapes (circle) and then to cut them out. After they have cut out the circles, ask them to tell you if they are the same or different sizes, then let them name the sizes. Ask them to think and tell you which size would be the best for the body and which one should be the head. (If they need assistance, help them understand that the little one should be the head and the big one the

CONSTRUCTION:

Materials: White and orange paper, glue, scissors, black markers or crayons.

Teacher Prep: Draw one large and one small circle on white paper for each child to cut out later; cut out a small orange "carrot" for each child (triangle shape, appropriate size for your small circle - see picture below).

PICTURE IF APPLICABLE:

PATTERN:

N/A

REFERENCE: RKF

366

Snowman - Big/Little Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns about body parts and what they do

ACTIVITY SKILL:

Identifies body parts and their functions

OBJECTIVE:

TLW identify by the function: eyes, nose, and mouth.

STUDENT DIRECTION:

body - let them touch their own head and body and look at their friend's). Instruct them to find their little circle - ask them what they need to draw on the face so their snowman can see (eyes), ask what he needs so that he can talk and eat (mouth), finally ask what's missing? (nose - ask why he needs one - to smell). Tell them that snowmen often like to have a carrot for their nose. Pass out one orange triangle to each child, and instruct them to glue it on their snowman (ask the color and shape of the carrot).
Next, have them locate their big circle for the body and glue their head on the top edge. Finally, tell them they may draw buttons down the front of his body for his coat. (Have them locate and name front and back on themselves and on their snowman before they put on their buttons.)

When they are through, ask them if this is a real or "play-like" snowman? (play-like). Ask what happens to real snowmen when the sun comes out? (they melt). Will this happen to their snowmen? (no). Why not? (because they are not real).

TITLE: Spider And Web

INSTRUCTIONAL AREA:

INSTRUCTIONAL AREA	ECEE
Motor-Fine	Learns to use the eyes and hands together
Cognition-TS	Learns the concept of quantity
Social/Emotional	Learns about own body parts and what they do

UNIT: (see Section I)
Insects

ACTIVITY SKILL:
Imitates drawing of a cross and circle
Says numbers in correct sequence
Plays hand games

OBJECTIVE:
TLW draw a circle and a cross in imitation.
TLW count eight pipe cleaners.
TLW say "Little Miss Muffet" by himself.

STUDENT DIRECTION: First tell "Little Miss Muffet" poem (use flannel story if available); let them each say it by themselves about spiders - ask them if spiders are insects? why not? (spiders have 8 legs, insects have 6 legs); spiders make webs to catch insects and eat them; some spiders are bad and poisonous (they can make people sick); but other spiders are good, they eat bad insects that destroy plants and flowers - (use a spider picture to show different spiders and webs - count the legs). Tell them they will make a spider and draw a web for him: pass out egg cup and let each child choose and count 8 pipe cleaners, then tell them that will be the legs; instruct them (you may have to demonstrate with one leg) to poke the legs into the little holes around the body just a little way and then bend them to make them stay; next, let them make a face on their spider using a marker. Then tell them to make his web; demonstrate on a chalkboard or large piece of paper how to draw--first a small circle (see picture A), then bigger and

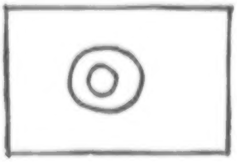
CONSTRUCTION:

Materials: Egg cartons; (paper type are better than styrofoam type) pipe cleaners; small manila paper; black or brown colors or markers; reinforcements; yarn; hole-punch; spider and web pictures; Little Miss Muffet flannel story or poem

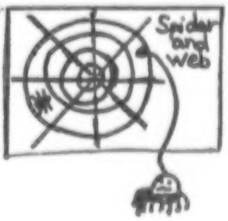
Teacher Prep: Cut apart egg carton so that each child will have 1 "cup"; cut about an 8" piece of yarn and make two holes on top of the egg cup and tie it on; cut 8 short (approx. 4"-6") pipe cleaner pieces per child; make eight small holes in each egg cup around rim (use a pencil or other sharp object)

PICTURE IF APPLICABLE:

A



B



PATTERN:

N/A

REFERENCE: RKF

Spider Continued

STUDENT DIRECTION:

bigger and then draw an "X" and a cross (see picture B). Then suggest that they use a color/marker to draw an insect in the web. Last let them punch a hole on the web paper wherever they want, cover it with a reinforcement and tie on the spider. You may wish to print Spider and Web on their paper and let them "read" it. Repeat "Little Miss Muffet" poem.

TITLE: Spooky Spiders

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Halloween
Cognition-TS	Learns about people, places, space and events Learns that the environment can be observed	

ACTIVITY SKILL:	OBJECTIVE:
Cuts along straight line	TLW cut along a straight line.
Cuts circles from paper	TLW cut circles from paper.
Names shapes	TLW name circles and rectangles.
Identifies colors	TLW name white and black.

STUDENT DIRECTION:

Talk about spiders (show pictures), ask what color, how many legs - 8; what does it weave - a web; what does it eat - flies, etc. (insects). Pass out black paper with lines (have them name shape and color and count the lines). Tell them they will make their own spider; instruct them to cut on the lines. After strips are cut, assist child in making a circle/sphere for the spider's head using 2 strips, by first laying the two strips in the shape of a "+" and stapling them at the middle then bringing the four ends up and stapling them together at the top (see picture B). Next, pass out white paper (have them name color and shape); tell them that after they cut these out, they can glue them on the spider's head so that he can see (ask what they call the things we use to see with - eyes). Finally, assist them in laying

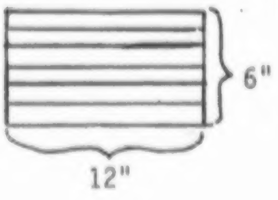
CONSTRUCTION:

Materials: Black and white paper; scissors; stapler; glue; pencil; chalk; yarn or string; spider pictures

Teacher Prep: Prepare a 6" x 12" black paper with white chalk lines spaced 1" apart for child to cut on (see picture A); use pattern to outline two circles on white paper for each child; cut a 6"-8" piece of string or yarn for each child.

PICTURE IF APPLICABLE:

A



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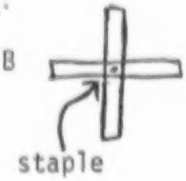
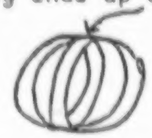


bring ends up and staple



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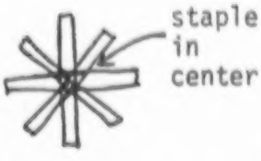

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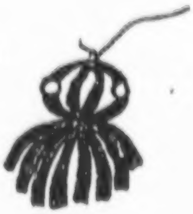
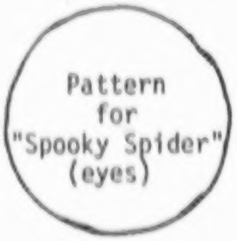


PATTERN:



REFERENCE:

RKF

Spooky Spiders Continued

STUDENT DIRECTION:

their other 4 strips on top of each other (see picture C) and stapling at center to make the legs; then attach these to bottom of head by stapling, and tie string to top (legs may be curled with pencil, if desired).

TITLE: Spots On Leopard And Giraffe

INSTRUCTIONAL AREA:

Motor-Fine
Cognition-P/TS

ECEE:

Learns to use specific hand movements, such as grasping & releasing with ease & dexterity
Develops visual perception
Learns that objects can be combined & separated to form new groups

UNIT: (See Section I)

Zoo Animals

ACTIVITY SKILL:

Uses a hole-punch
Identifies what is missing. Finds likenesses

OBJECTIVE:

TLW use a hole-punch to punch many holes in a small piece of paper.

STUDENT DIRECTION: Show pictures of leopard and giraffe, and have the child name them. Ask what kind of animals they are (pets? farm? etc.---zoo animals?). Ask them to tell you what things they see on the leopard and giraffe that are alike/same, (four legs, one head, etc... and they both have "spots"). Tell the child that spots are small circles (ask them to say "spots" and tell you what they are). Pass out leopard and giraffe ditto and ask the child to look at the leopard and giraffe and tell what's missing (spots). Hold up a yellow crayon and ask them what color it is; then instruct them to color their leopard and giraffe yellow. Next pass out the hole-punch and tell them to make "spots" out of the black paper. Finally, let them glue "spots" on leopard and giraffe. Ask them what color (black) and what shape (circle) the "spots" are. And then ask them one more time, what they are called (spots).

CONSTRUCTION:

Materials: Dittos of leopard and giraffe, hole-punch (more than one hole punch is helpful); black paper; yellow crayons; glue; and pictures of leopard and giraffe.

Teacher Prep: Prepare 1 leopard and giraffe picture per child. Cut a small black square approximately 2" x 2" per child

PICTURE IF APPLICABLE:

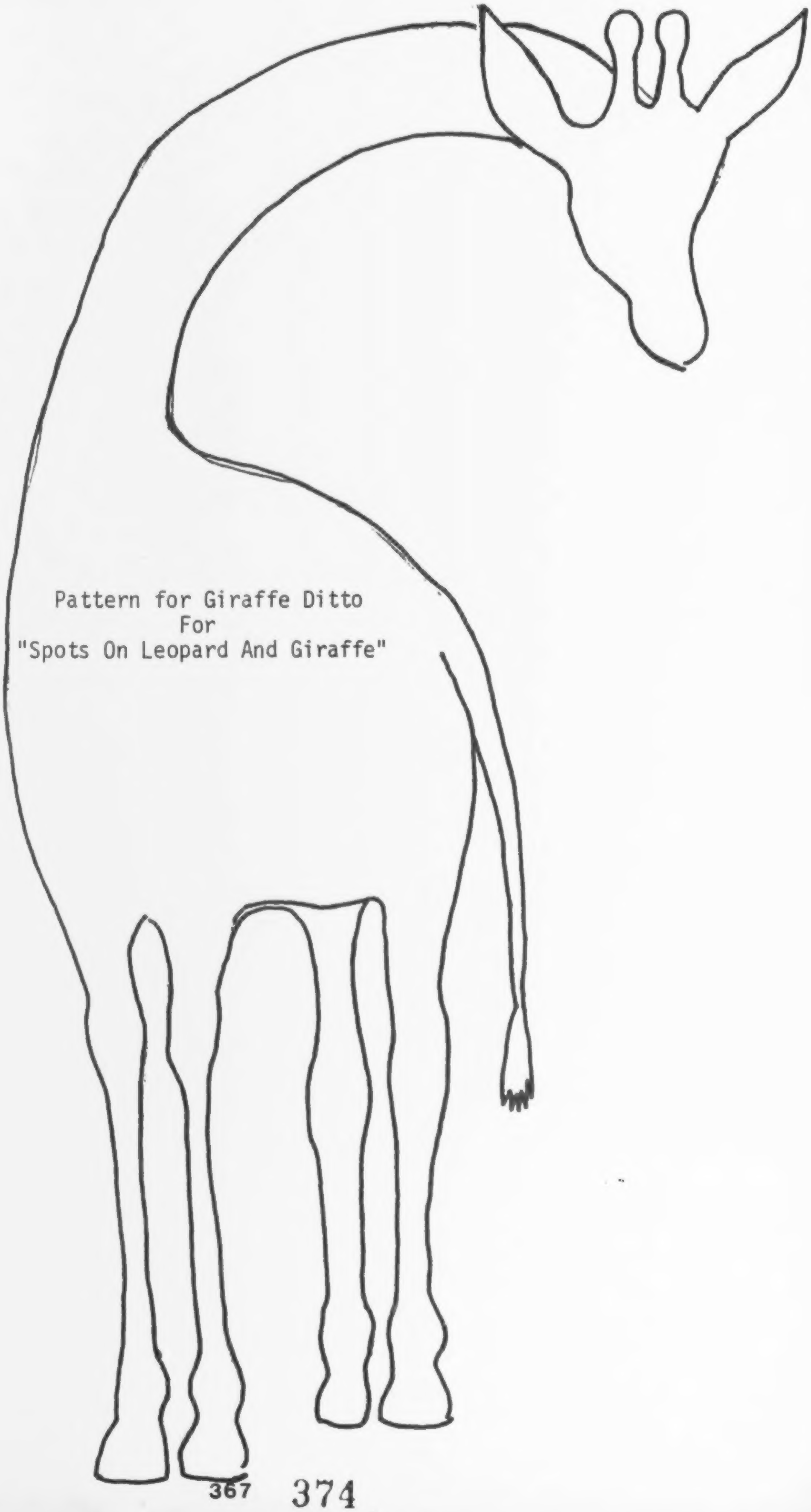
PATTERN:

See page.

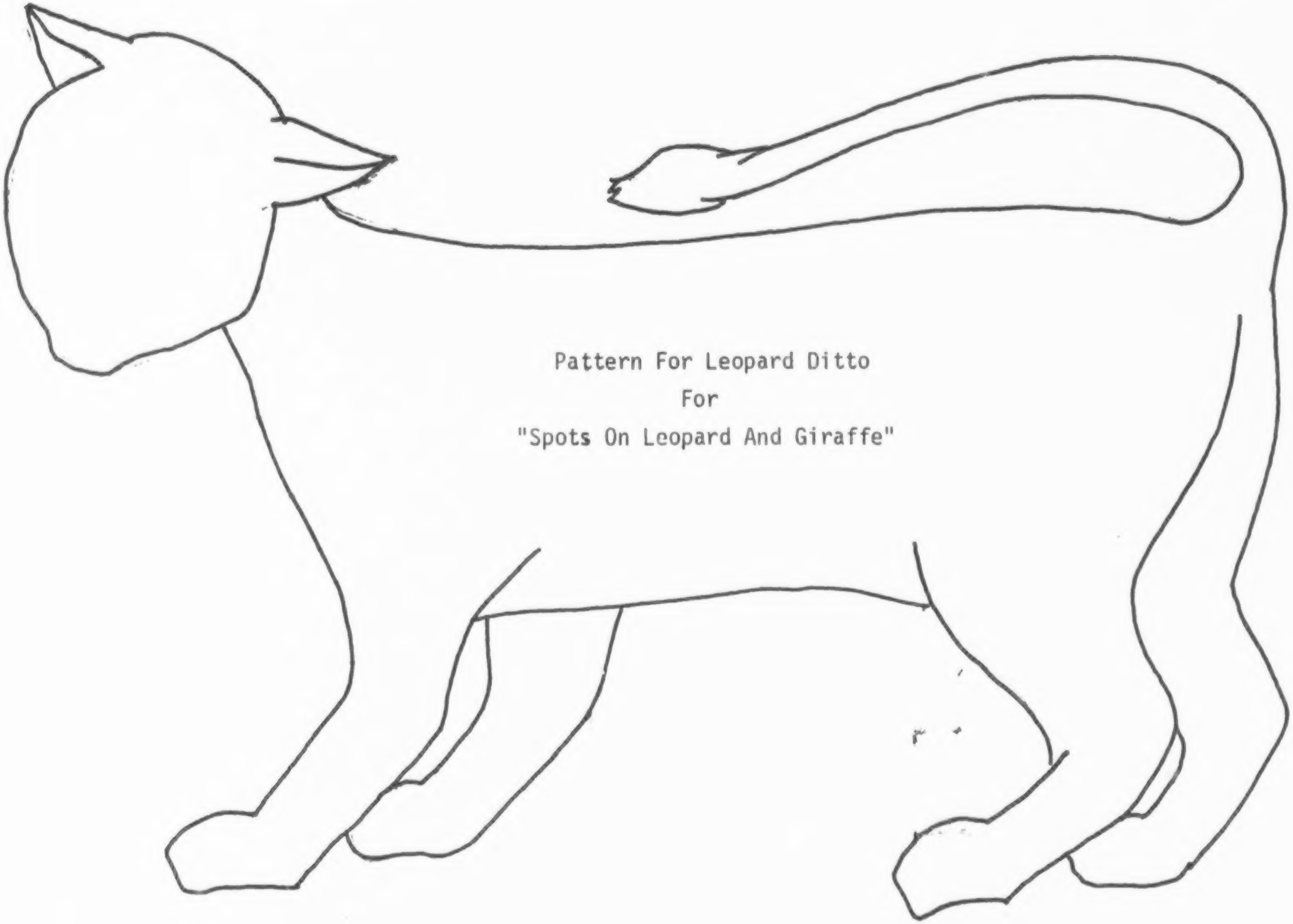
REFERENCE: RKF

Spots On Leopard And Giraffe Continued

ACTIVITY SKILL:	OBJECTIVE:
	TLW recognize that "spots" are missing on the leopard and giraffe pictures. TLW recognize that a leopard and giraffe are alike because they both have four legs, one head, and "spots".



Pattern for Giraffe Ditto
For
"Spots On Leopard And Giraffe"



Pattern For Leopard Ditto
For
"Spots On Leopard And Giraffe"

TITLE: Stained Glass Window

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Cognition-TS	Learns that groups and or objects can be combined and separated to create new groups	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces of paper.
Pastes on paper without overlap	TLW paste small pieces onto paper without overlap.

STUDENT DIRECTION:

Talk about stained glass windows (they are usually in churches; they are made of all different colors). Pass out black window. Tell them it is dark because there is no pretty colored glass on it. Tell them to use their scraps of paper to cut small pieces of "colored glass". After they cut all their "glass", instruct them to sort them into piles by color and name the colors. Then, let them glue the "glass" on their window (remind them not to let the pieces of "glass" touch each other). When finished, help them stand them up in the windows.

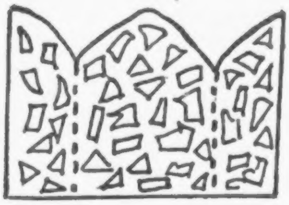
CONSTRUCTION:

Materials: Small black paper; various bright colors of small (approx. 3" x 3") scrap paper (at least 4-5 colors for each child); glue; scissors; pattern.

Teacher Prep: Use pattern and cut 1 each per child on black paper; then fold at appropriate spots (see A below).

PICTURE IF APPLICABLE:

A.



PATTERN:

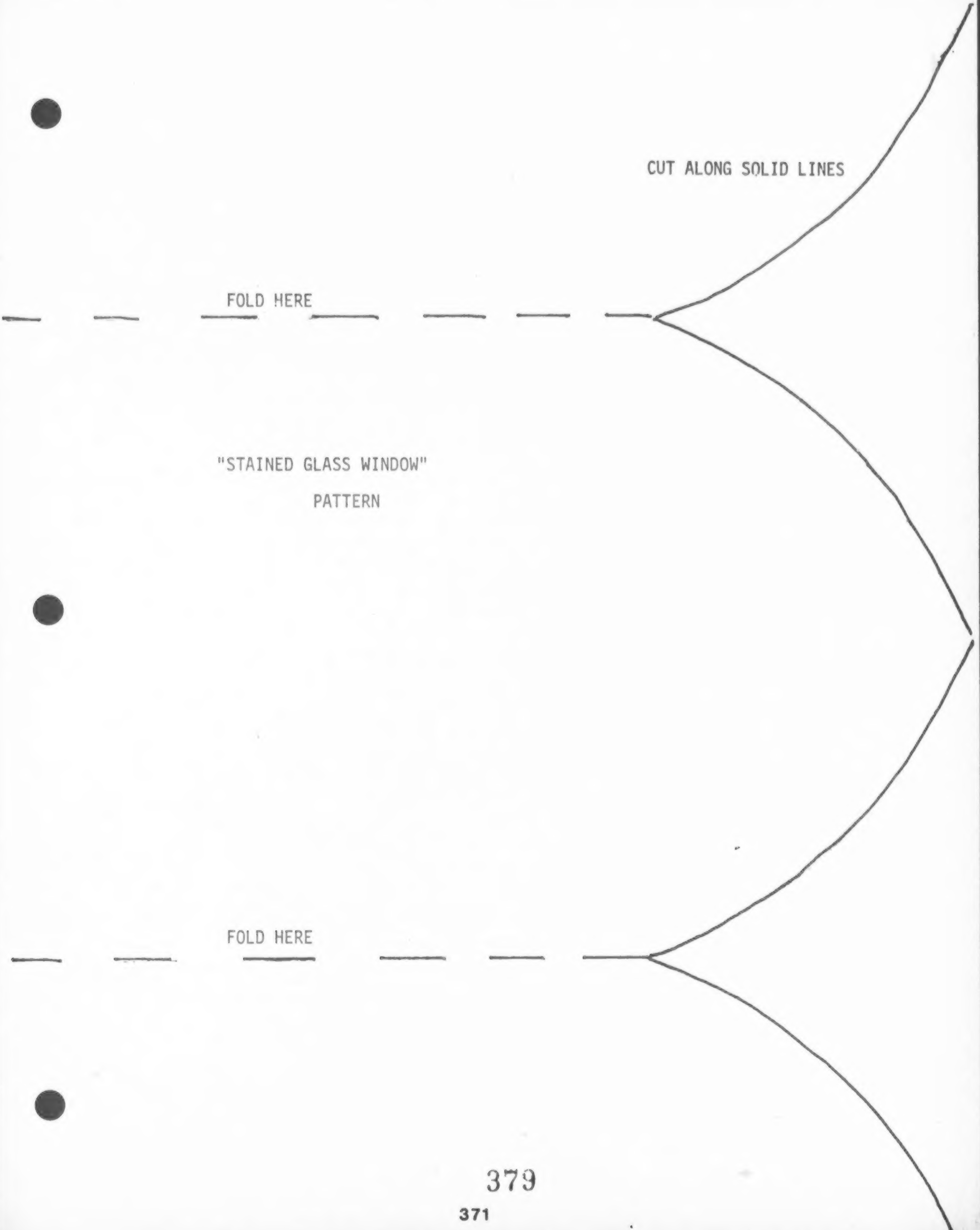
See page.

REFERENCE:

RKF

Stained Glass Window Continued

ACTIVITY SKILL:	OBJECTIVE:
Sorts by color	TLW sort small pieces of paper into 4 piles of colors.



CUT ALONG SOLID LINES
FOLD HERE

"STAINED GLASS WINDOW"
PATTERN

FOLD HERE

Visual Arts

TITLE: Straw Painting

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use small muscle groups in the mouth	N/A
Communication-EL		
Cognition-TS	Learns to use and imitate gestures both manual and facial	

ACTIVITY SKILL:	OBJECTIVE:
Imitates motor movement of mouth-blows	TLW produce a controlled flow of air from his mouth.
Identifies colors by name	TLW identify three colors by name.
Produces a design and names it although it does not approximate reality	TLW use art media (paint) as symbols.

STUDENT DIRECTION:

Put on smocks. Show bowls of paint, name colors. Tell children they will get to blow paint around on their paper to make a design. Pass out straws and paper. Instruct the children to practice blowing through their straw onto their paper. Check to be sure everyone is blowing out. Assist those having difficulty by allowing them to feel the air coming out when you blow through the straw; then let them feel their own air.

Using the spoons, place a small amount of paint on each child's paper. Instruct them to blow their paint into a pretty/interesting design. Add other colors for them to blow at their request. Tell them they may name their design if they wish. Print what they tell you onto their creation.

CONSTRUCTION:

Materials: Liquid tempera, spoons, one straw per child, one sheet of paper (or paper plate) per child, small bowls, smocks.

Teacher Prep: Put different colored liquid tempera in small bowls, put children's names on papers.

PICTURE IF APPLICABLE:

N/A

PATTERN:

N/A

REFERENCE: Art Experiences for Young Children by Deya Brashears

Straw Painting Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Creative Expression	Learns that the environment can be observed Engages in graphic expression	

Visual Arts

TITLE: Stripes On Tiger And Zebra

INSTRUCTIONAL AREA:

Motor-Fine
Cognition-P/TS

ECEE:

Learns to use eyes & hands together.

UNIT: (See Section I)

Zoo Animals

ACTIVITY SKILL:

Cuts on line
Identifies what is missing
Finds likenesses

OBJECTIVE:

TLW use scissors to cut on short lines.
TLW recognize that "stripes" are missing on the tiger and zebra pictures.

STUDENT DIRECTION: Show pictures of real tigers/zebras and name them. Ask what kind of animals they are (farm? pet?--zoo animals). Ask them to tell you what things they see on the tiger and zebra that are the same (four legs, one head, ears, tail, etc... and they both have "stripes") Then present ditto pictures and ask what's missing (stripes). Tell the children they need to use their scissors and cut "stripes" for their tiger and zebra. Ask what color the stripes will be (black). Finally, instruct them to glue the "stripes" on their zoo animals.

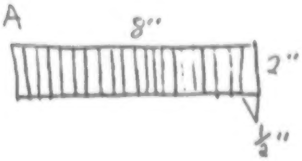
CONSTRUCTION:

Materials: Dittos of tiger and zebra; scissors; glue; black paper and pictures of tigers/zebras.

Teacher Prep: Prepare 1 tiger and zebra ditto per child. Use chalk or marker to draw "cutting" lines across 2" x 8" black paper at ½" intervals (see picture A below).

PICTURE IF APPLICABLE:

A



PATTERN:

See page.

REFERENCE: RKF

Stripes On Tiger and Zebra Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Develops visual perception
Learns that objects can be combined
and separated to form groups

ACTIVITY SKILL: OBJECTIVE:

TLW recognize that a tiger and zebra are alike because they both have four legs, one head and "stripes".

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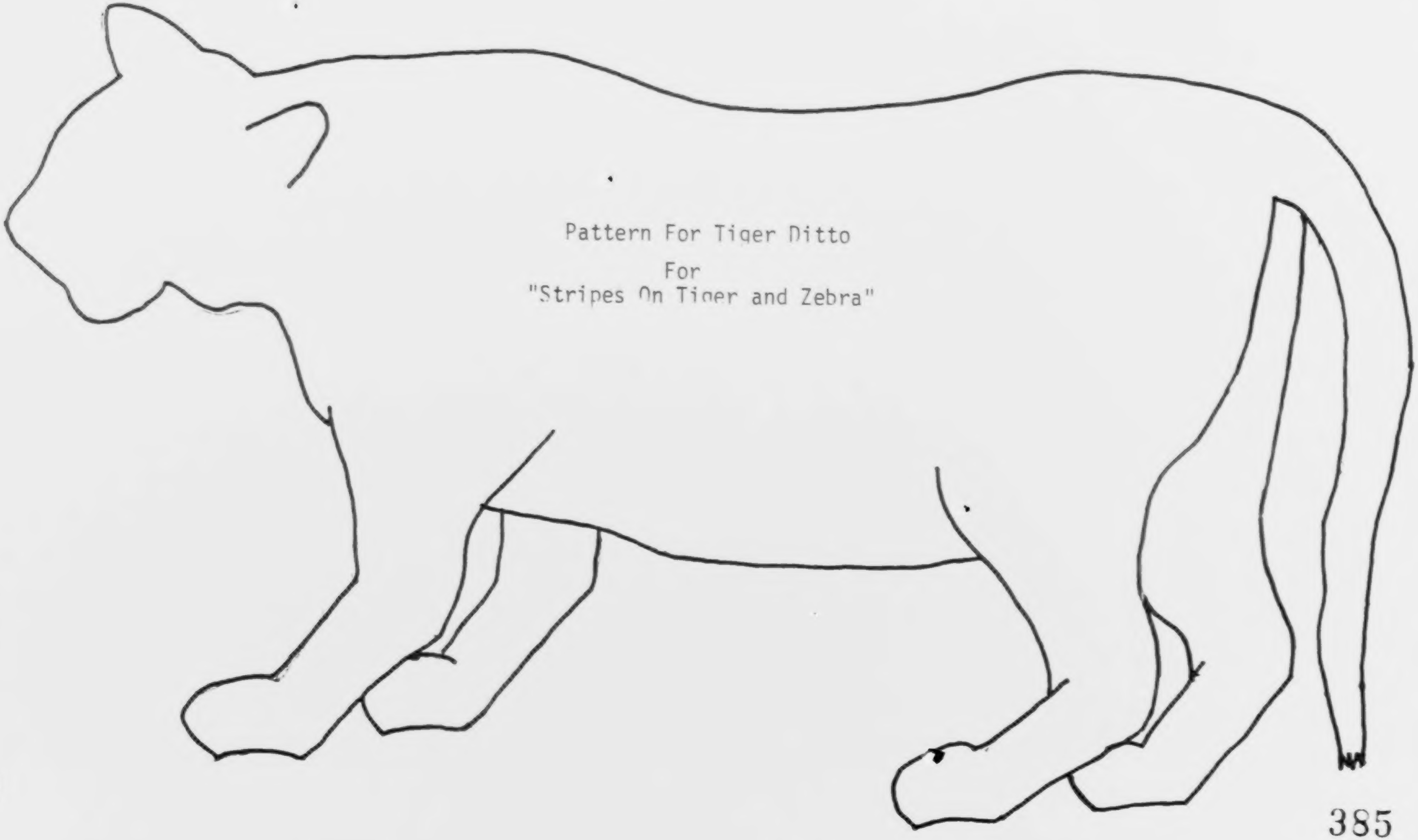
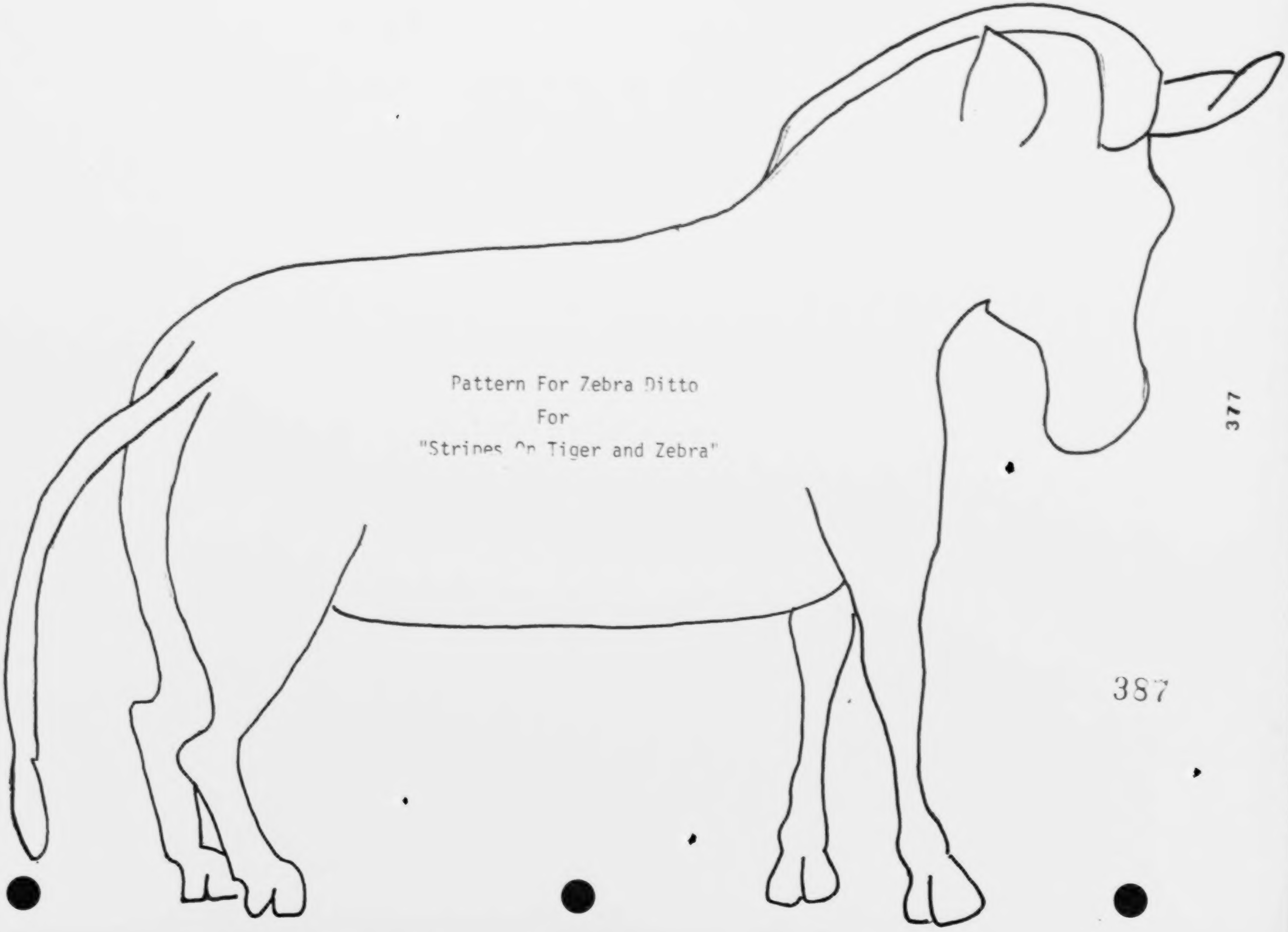


Pattern For Tiger Ditto

For

"Stripes On Tiger and Zebra"



Pattern For Zebra Ditto

For

"Stripes On Tiger and Zebra"

TITLE: Sun (Trace Circle - Use Ruler)

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Calendar
Cognition-P/TS	Develops visual perception	Weather

ACTIVITY SKILL:	OBJECTIVE:
Traces around shapes	TLW trace around a circle template.
Traces a straight line	TLW use a ruler/straight edge to trace straight lines.

STUDENT DIRECTION:

Talk about day - ask what it looks like outside: it is light and there is sun in the sky - ask what color the sun is: yellow - ask if the sun is near or far from us: it is far away - ask if it is hot or cold: hot - ask what shape the sun is: circle. Explain that since the sun is so far away it has to have very long arms (or "rays") to reach all the way down to earth to make us warm.

- Tell them they will make their own sun; first they will trace a large shape (hold it up and ask them to name circle) on the center of their paper; have them trace it with their finger first, saying "circle", then with their pencil; then tell them to use the ruler (or straight edge) and

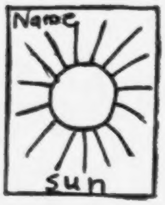
CONSTRUCTION:

Materials: Small manila paper, large circle template, small rulers (or straight edge), pencils, yellow crayons.

Teacher Prep: Print sun on bottom of each child's paper and name in top left corner.

PICTURE IF APPLICABLE:

A



PATTERN:

N/A

REFERENCE:

RKF

Sun (Trace Circle - Use Ruler) Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-RL	Learns about people, places, space, and events Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Draws within angled or curved path	TLW color inside a circle.
Names shapes	TLW name the circle shape.
Follows 3 simple directions with paper and pencil	TLW follow 3 simple directions to trace a circle, trace lines and color.

STUDENT DIRECTION:

make the long, shining "rays" of their sun (you may have to demonstrate) with their pencil (see A).

- Finally, tell them to use their yellow crayon and trace over their pencil lines, then color inside the sun.

TITLE: Teeth For An Alligator

INSTRUCTIONAL AREA:
Motor-Fine
Social/Emotional
Communication-RL

ECEE:
Learns to use eyes & hands together.
Learns about body parts.
Learns to understand commands and questions.

UNIT: (See Section I)
Zoo Animals

ACTIVITY SKILL:
Cuts on line
Touches & names body parts on pictures, follows simple directions

OBJECTIVE:
TLW use scissors to cut on lines.
TLW touch and name simple body parts on picture.
TLW follow simple directions to glue teeth in the mouth.

STUDENT DIRECTION: Talk about alligators (Where can we see them?--zoo. Are they nice or mean? What covers their body?--thick, bumpy skin. What's another name for alligators, turtles, snakes, lizards?--reptile). Tell them they will get to make their own alligator. Explain that right now their alligator doesn't have anything in his mouth to chew with--ask what he needs (teeth). Tell them they will cut some teeth for him. Pass out white paper (name color), and scissors. Instruct them first, to use their index finger to trace on the cutting lines, then allow them to cut on the lines. Pass out heads (talk about color). Instruct them to glue it on far side, next, glue teeth in mouth; then, color eyes and draw rest of body. Have them name the various body parts as they add them to their picture. Print the word "alligator" on each paper.

CONSTRUCTION:

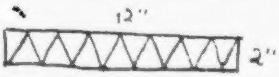
Materials: Green and white paper, green and black markers, alligator head pattern, large manila paper, scissors, glue, and alligator picture.

Teacher Prep: Cut one green head per child. Print names on paper. Cut one white rectangle (2" x 12") per child and draw lines for them to cut on (see picture A below) Locate alligator picture.

PICTURE IF APPLICABLE:

PATTERN: See page.

A



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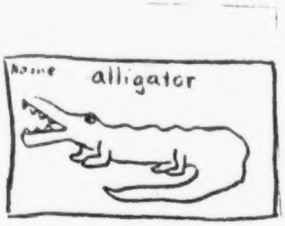
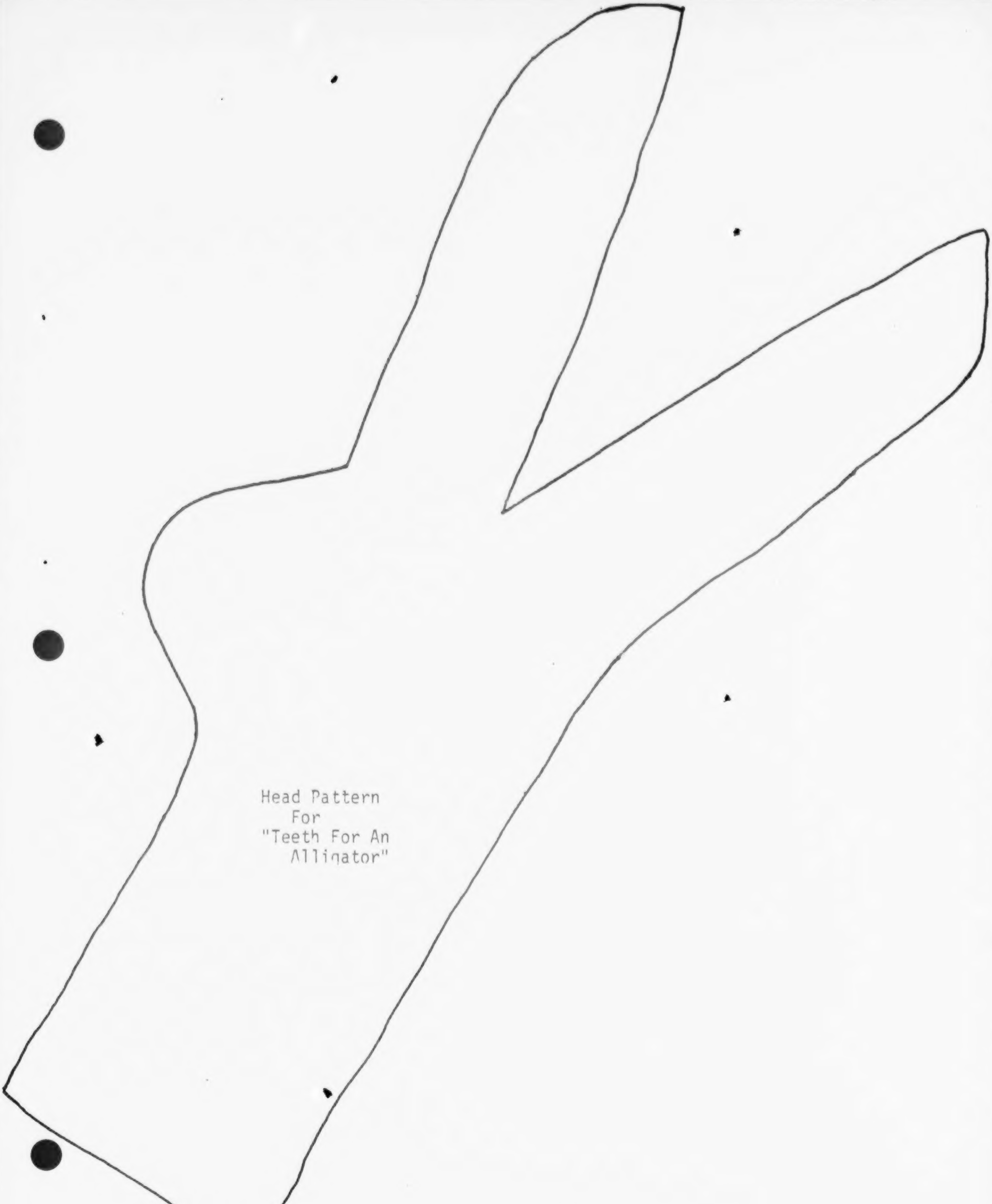


REFERENCE: RKF


Head Pattern
For
"Teeth For An
Alligator"

TITLE: Trace and Color Bear

INSTRUCTIONAL AREA:
Motor-Fine
Social/Emotional
Cognition-P/TS
Communication-RL

ECEE:
Learns to use the eyes & hands together

UNIT: (See Section I)
Teddy Bears/Forest Animals

ACTIVITY SKILL:
Traces around shape

OBJECTIVE:

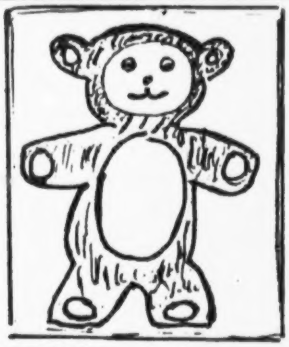
STUDENT DIRECTION: Talk about bears, what sounds do they make? (bow wow, oink, oink, growl?). What do they have all over them (skin, feathers, fur?). Where can we find them? (woods/forest, zoo, circus?). Where do they sleep out in the woods/forest? (den). When winter comes and it gets cold outside, what do they do? (hibernate). Ask what the difference is between a "teddy bear" and a bear from the forest (the teddy bear is not real--has never been real--it is a toy, it can't move by itself and does not eat food, and a bear from the forest is real--or has been--alive and breathing, he walks around and eats food and we cannot play with him). Tell them they will get to trace and color their own bear. Pass out paper, stencil and brown crayon (ask what color). Teach/instruct them how to use their brown crayon and trace around bear. Have them say as they work, "I am tracing around a bear." Then YOU use brown marker to outline the ovals (the spaces not to be colored) on the stomach, feet, hands, ears and face.

CONSTRUCTION:

Materials: Bear "stencil", small manila paper, brown crayons and brown marker.

Teacher Prep:
Print child's name on paper.

PICTURE IF APPLICABLE:



PATTERN:

See page.

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REFERENCE: RKF

Trace and Color Bear Continued

INSTRUCTIONAL AREA:

ECEE:

Learns about body parts
Learns the difference between fantasy and reality
Learns to understand commands and questions
Develops visual perception

UNIT:

ACTIVITY SKILL:

Colors inside lines
Touches and names body parts on picture
Tells the difference between a real bear and a toy bear
Answers questions

OBJECTIVE:

TLW trace around a bear shape.
TLW color within the lines.
TLW touch and name simple body parts and facial features on a bear picture.
TLW tell the difference between a real bear and a toy bear.

STUDENT DIRECTION:

Instruct child to use crayon to color "fur" on bear, but try not to color inside ovals because that fur is white. Point to body parts on bear and ask child to name them and then point to his own. Finally, they may add a "face". Have them name the parts and then point to their own.

TITLE: Tracing Hearts

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Valentine's Day
Cognition-P/TS	Develops visual perception Learns the concept of quantity	

ACTIVITY SKILL:

Traces around shapes
Draws within angled and curved path

OBJECTIVE:

TLW trace around 5 different-sized heart shapes.
TLW color inside 5 different-sized heart shapes without getting out of the line.

STUDENT DIRECTION:

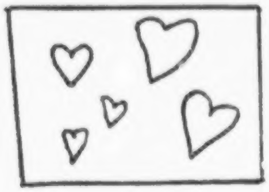
Talk about Valentine's Day - ask what the special shape for that day is - heart; ask about the color - red (also pink/white). Tell them they will be making a heart picture; pass out white paper - demonstrate how to take a heart shape and trace around it with a pencil; then color inside the heart with a red crayon (or marker). Instruct them to trace the heart shapes (at least once per heart) - encourage them to talk about the sizes of the hearts as they work. After they have finished, let each child count how many hearts he made. Then ask him to show and tell you the largest and the smallest hearts.

CONSTRUCTION:

Materials: Large (12" x 18") white or manila paper (one per child); red crayons or markers; 5 heart patterns; pencils.

Teacher Prep: Make 5 different sized heart templates on cardboard or poster board (these must be full, not one-half, hearts).

PICTURE IF APPLICABLE:



PATTERN:

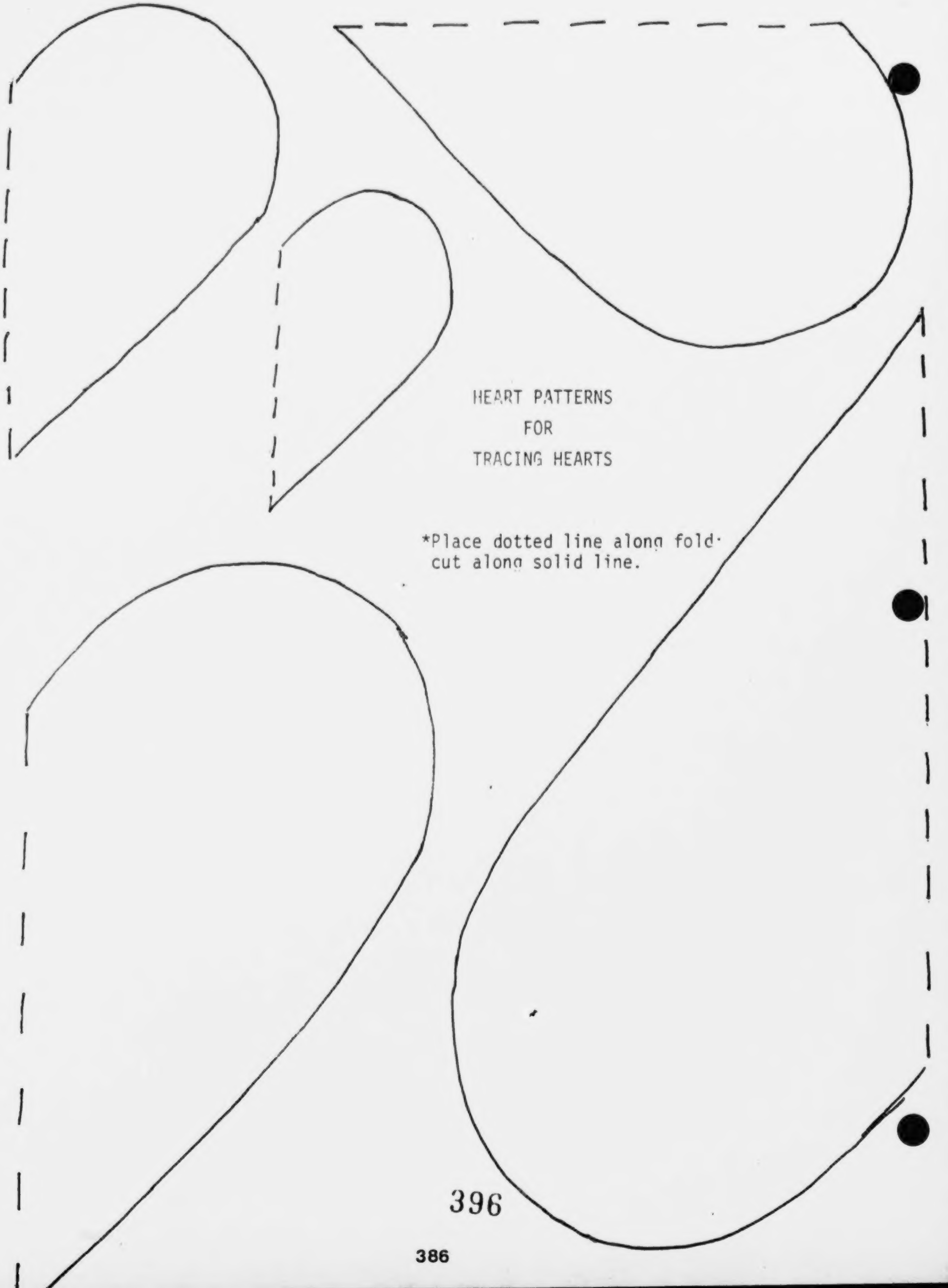
REFERENCE:

RKF

Tracing Hearts Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Says numbers in correct sequence	TLW count five hearts and tell how many.
Identifies large/small	TLW identify the largest and smallest hearts.



HEART PATTERNS
FOR
TRACING HEARTS

*Place dotted line along fold· cut along solid line.

TITLE: Traffic Light (Cutting and Pasting)

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Transportation Safety
Cognition-TS	Learns that groups of objects can be combined and separated to create new groups	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW use scissors to snip small pieces of paper off of strips.
Pastes using index finger	TLW use his index finger to paste small bits of paper onto a large piece of paper.

STUDENT DIRECTION:

Show pictures of traffic lights, talk about the colors: where they are - red is on top, green is on bottom, yellow is in the middle; what do they mean - red means stop, green means go, yellow means wait; what shape are the lights - circles.
- Pass out scissors and paper strips; instruct child to cut small pieces.
- Finally, instruct them to glue their pieces in the matching colored circle on their paper (the small pieces should be mixed up so that the child has to pick one up and match it to the correct circle when he glues it down).

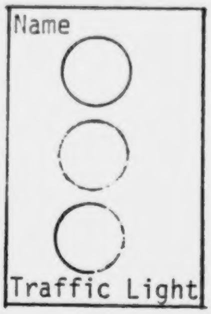
CONSTRUCTION:

Materials: Red, yellow, green paper; large manila paper; scissors; glue.

Teacher Prep: For each child, prepare 1 red, 1 yellow, and 1 green strip (approx. 1" x 8"); on large manila paper turned lengthwise, print child's name top left and Traffic Light across bottom and use markers to draw a red, yellow, and green circle on paper (see A).

PICTURE IF APPLICABLE:

A



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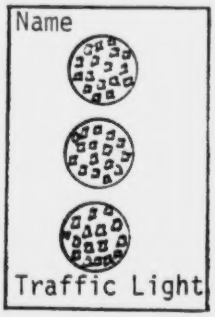


PATTERN:

N/A

REFERENCE:

RKF

Traffic Light (Cutting and Pasting) Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Learns that the environment can be observed	

ACTIVITY SKILL:	OBJECTIVE:
Sorts by color	TLW sort by color - red, yellow, green.
Identifies color by name	TLW name the colors red, yellow and green.

TITLE: Traffic Light - Trace/Color

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use eyes and hands together	Transportation Safety
Cognition-TS/P	Learns that the environment can be observed	

ACTIVITY SKILL:	OBJECTIVE:
Traces around shapes	TLW trace around circle shapes.
Identifies color by name	TLW name the colors: red, yellow, green.
Draws within curved path	TLW color within a circle shape.

STUDENT DIRECTION:

Show pictures of traffic lights, talk about the colors: where they are - red is on top, green is on bottom, yellow is in the middle; what they mean - red means stop, green means go, yellow means wait; what shape are the lights - circles.
- Pass out papers, have children point to top and bottom and then middle of their papers as you say the positions, then you point to the positions and have them say "top", "bottom", or "middle".
- Instruct children to use a lid to trace a circle at the top (with their pencil), a circle at the bottom, and finally a circle in the middle of their paper - like a traffic light.
- Finally, instruct them to use their red crayon and color the circle at the

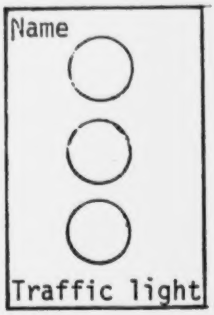
CONSTRUCTION:

Materials: Lids for tracing circles, large manila paper, red, yellow, and green crayons, traffic light pictures, pencils.

Teacher Prep: Turn paper lengthwise and print Traffic Light at bottom and name on top left (see A).

PICTURE IF APPLICABLE:

A



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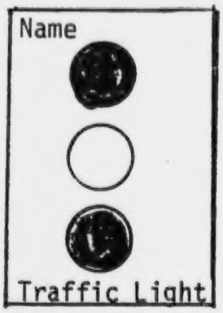


PATTERN:

N/A

REFERENCE:

RKF

Traffic Light - Trace/Color Continued

INSTRUCTIONAL AREA:

Communication-EL

ECEE:

Develops visual perception
Learns about people, places, space and events
Learns the position of objects

ACTIVITY SKILL:	OBJECTIVE:
Identifies position	TLW point to the top, bottom and middle of the paper.
Uses word to describe position	TLW name the positions of top, bottom and middle when the teacher points to them.

STUDENT DIRECTION:

top, then to use their green to color inside the circle at the bottom, and last to use their yellow crayon and color the circle in the middle. Conclude by allowing them to say once again what each light tells us.

Visual Arts

TITLE: Turtle

INSTRUCTIONAL AREA:
Motor-Fine
Social/Emotional

ECEE:
Learns to use eyes & hands together
Learns about body parts

UNIT: (See Section I)
Zoo Animals

ACTIVITY SKILL:
Traces around a circle
Cuts a circle from paper
Touches and names body parts on picture

OBJECTIVE:
TLW trace around a circle template.
TLW use scissors and follow a line to cut out a circle.

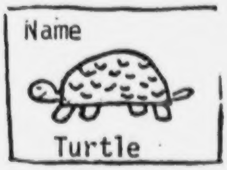
STUDENT DIRECTION: Talk about the zoo and the reptile house, ask what animals live at the reptile house (alligators, snakes, lizards, turtles, etc.). Talk about where they live (some in water, some in sand). What covers their body? (not fur, not feathers, not hair--a skin, sometimes thick and rough--and the turtle has a shell). Tell them they will make their own turtle. Pass out green or brown paper (name color), and circle template/stencil (name shape). Instruct them to trace a circle for their turtle shell, then cut it out. Tell them to fold the circle in half; open it back and cut on the fold. They may choose which half they want to use for their shell and glue it on the paper. Finally, instruct them to draw the other things their turtle needs, (head, feet, tail)--maybe even color on the shell if they wish. Print the word "turtle" on each picture.

CONSTRUCTION:

Materials: Small manila paper, green and/or brown paper, scissors, green and brown markers, circle templates/stencil, pencils, and glue, and turtle picture.

Teacher Prep: Print names on papers, find turtle picture.

PICTURE IF APPLICABLE:



PATTERN:
N/A

REFERENCE: RKF

Turtle Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Cognition-TS	Learns about people, places, space and events.	

ACTIVITY SKILL:	OBJECTIVE:
Names circle shape	TLW touch and name simple body parts. TLW name circle shape.

TITLE: Valentine Pink Heart

INSTRUCTIONAL AREA:	ECEE:
Motor-Fine	Learns to use the eyes and hands together
Communication-EL	Learns that anything that can be spoken can be written

UNIT: (See Section I)

Valentine's Day

ACTIVITY SKILL:	OBJECTIVE:
Cuts following a curved line	TLW use scissors to cut out a heart following a curved line.
Snips with scissors	TLW use scissors to snip small pieces off of a strip of paper.

STUDENT DIRECTION:

Talk about hearts; ask if we have hearts (how many, where is it); pass out paper with large heart; ask what color and shape it is; tell them that it can be a Valentine. Let them point as you read "Be My Valentine"; then let them each point and "read". Instruct them to cut out their heart by staying on the line. Then pass out the red and white strips and tell them to cut them into very small pieces to use to "decorate" their Valentine. After they finish cutting, let them glue them on their pink heart (tell them to be careful and try not to glue over any of the words - see B below).

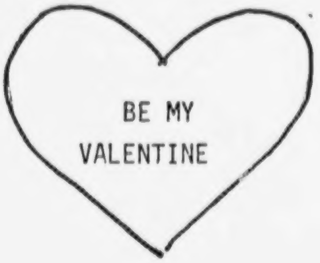
CONSTRUCTION:

Materials: Red and white paper (9"x 12"); pink paper (12"x 18"); scissors; glue; heart pattern; black marker.

Teacher Prep: Outline 1 large pink heart per child (precut hearts only if a child is not yet cutting on a line); cut a strip of red and one of white (1½" x 9") for each child; print "Be My Valentine" in the center of each heart (see A below) with black marker.

PICTURE IF APPLICABLE:

A.



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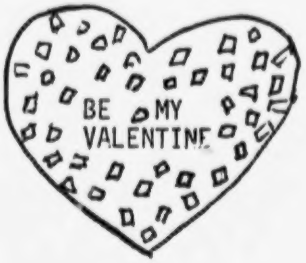


PATTERN:

See page.

REFERENCE:

RKF

Valentine Pink Heart Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Cognition-P	Develops visual perception	

ACTIVITY SKILL:	OBJECTIVE:
Pastes without overlap	TLW look closely and not paste any paper over a letter or word.
Identifies familiar labels	TLW point to the words and say "Be My Valentine".
Organizes visually spatial relationships	

TITLE: Volcano

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Motor-Fine	Learns to use the eyes and hands together	Prehistoric Times
Cognition-TS	Learns that the environment can be observed Learns the concept of quantity	

ACTIVITY SKILL:	OBJECTIVE:
Snips with scissors	TLW snip small pieces from paper.
Cuts out simple pictures	TLW cut out a picture of a volcano.
Identifies colors by name	TLW name the colors red, yellow, orange and black.
Says numbers in correct sequence	TLW count six strips of paper.

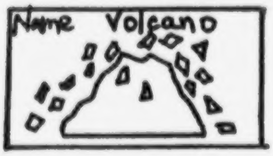
STUDENT DIRECTION: Talk about when dinosaurs lived - a very long time ago; ask/discuss what the earth was like - it was warm and had a lot of plants, and there were volcanoes - ask what a volcano is - it is like a mountain, but it has a hole in the top and sometimes fire and smoke and hot lava rocks come out (*be sure they practice saying volcano a lot during the activity) Tell them that they will each get to make a picture of a volcano; pass out black paper (ask them to name the color) and instruct them to cut on the lines to make their volcano mountain. Then let them glue it on their manila paper. Next pass out the 6 strips of colored paper (count them and name the colors); tell them this will be the fire that comes out of their volcano; instruct them to cut them into very small pieces, then glue them on. Print the word volcano on their paper and let them "read" it.

CONSTRUCTION:

Materials: Black, yellow, orange, red paper; large manila paper; scissors; chalk; glue; dinosaur book (or other book with pictures of a volcano)

Teacher Prep: Prepare 2 strips each of the following: yellow, orange, red (approx. ¼" X 12" each) for each child; also, trace a black volcano shape with chalk for each child to cut out on his own; print child's name on large manila paper.

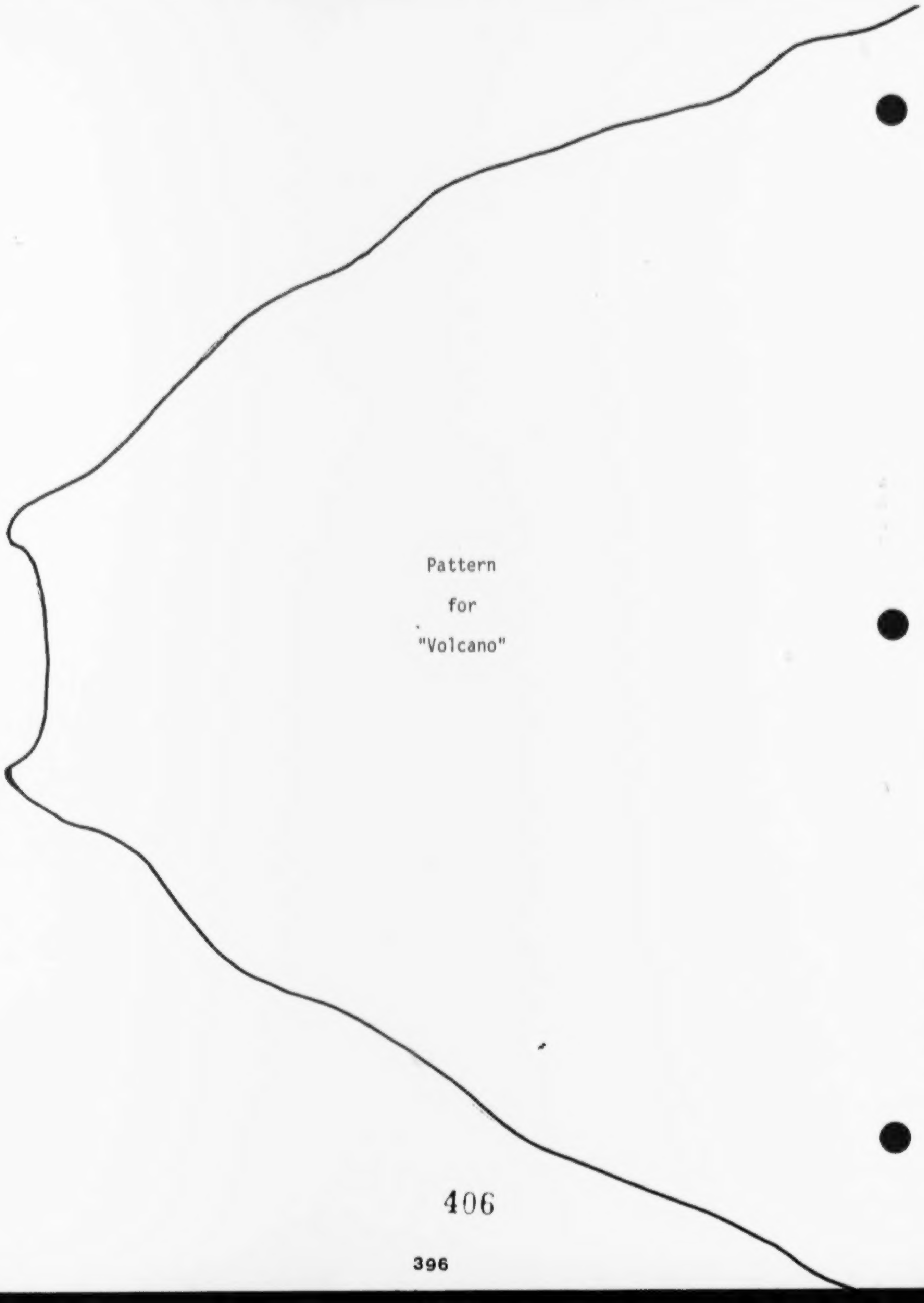
PICTURE IF APPLICABLE:



PATTERN:

See page

REFERENCE: RKF



Pattern

for

"Volcano"

TITLE: Walking Like A Duck

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Motor-Fine	Learns to use the large muscle groups	Farm Animals
Communication-EL	Learns the name, descriptions, and positions of objects	

ACTIVITY SKILL:	OBJECTIVE:
Stoops and recovers	TLW squat down and walk like a duck without losing his balance.
Says animal name when seen in picture	TLW identify a duck by name when seen in a picture.

STUDENT DIRECTION:

Show the children a duck picture. Ask what it is (duck); what it says (quack-quack); what covers it's body (feathers); what kind of animal it is-zoo, pet or farm (farm); does it like water (yes). Tell them a duck has a special way to walk-it waddles! Explain that they will get to pretend to be ducks and "waddle" around the room to some "duck music".
Show them how to squat down low and put the hands up under their arms to make wings. Tell them ducks move slowly when they "waddle". Ask them what a duck's walk is called (waddle). Instruct them to "waddle" and make duck sounds when they hear the music. Play "Walking Like A Duck" recording. Afterwards, review what a duck walk is called (waddle); what a duck says ("quack, quack") and other

CONSTRUCTION:

Materials: Picture of a duck, cassette or record "Walk Like The Animals", cassette or record player, paper and crayons.

Teacher Prep: Locate the song "Walking Like A Duck" on tape/record.

PICTURE IF APPLICABLE:	PATTERN:
N/A	N/A

REFERENCE:

RKF

Walking Like A Duck Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to use the eyes and hands together

ACTIVITY SKILL: OBJECTIVE:

Draws a recognizable duck TLW draw recognizable duck.

STUDENT DIRECTION:

appropriate questions.
Follow-up Activity: Pass out paper and crayons and instruct them to draw a duck waddling.

TITLE: Wreath

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Motor-Fine	Learns to use the eyes and hands together	Christmas
Communication-RL	Learns the meaning of object, action, descriptive and position words	

ACTIVITY SKILL:	OBJECTIVE:
Cuts along straight line	TLW cut along straight lines and stop at a designated place.
Uses hole-punch	TLW use a hole-punch to make "berries".

STUDENT DIRECTION:

Talk about a wreath (berries - color, shape); show a picture if possible; tell the children they will get to make their own wreath; pass out green paper (name color) and instruct children to cut on the dark lines - being careful not to go past the light pencil "stop" line. To be sure they understand the directions; have them use their finger to trace the stop line and say the words, "I stop cutting here" several times. Also, have them use their finger to trace the cutting lines and say, "I cut here." Next, instruct children to use hole-punch to make red berries. You will need to *form the wreath (while they are punching berries) and staple/tape it together. Child then may glue on berries. (*Form by folding backwards on the fold from which the children did their cutting, then fold in the uncut sides

CONSTRUCTION:

Materials: Green paper (12 x 18 - one per child); red paper (small pieces); scissors; glue; hole-punch; pencil; black marker; yarn (red or green); picture of a wreath (optional).

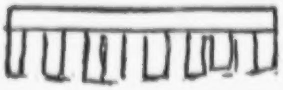
Teacher Prep: Fold each child's paper in half, lengthwise; draw cutting lines up from the fold with marker 1" apart; use pencil to draw cutting stop line (see A below) approximately 2" from open edge; cut one 12" piece of yarn per child.

*Note: Practice making one wreath on your own before you introduce the children to this activity - it sounds complicated, but if you take your time, you should have no problem "getting the hang of it".

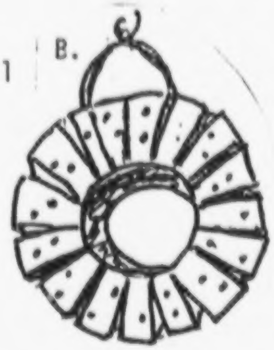
PICTURE IF APPLICABLE:

PATTERN: N/A

A.



B.



REFERENCE:

Wreath Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Social/Emotional Learns to work independently

ACTIVITY SKILL: OBJECTIVE:

Stops action when told "stop" Follows simple directions Pastes using index finger	TLW paste small "berries" onto paper using index finger.

STUDENT DIRECTION:

and overlap them; while holding the overlapped edges, gently bend the whole thing with the overlapped edges staying on the inside and form into a circle and staple.) *Print initials inside the wreath. Thread yarn through 1 or 2 green loops on the wreath, tie and hang on locker, etc. (see B under picture).

MOTOR - FINE

See Also:

Cognition - Perception

Bird Eggs Sequence Pattern
Caterpillar Color Pattern
Musical Drawings
Name in Heart
Small, Medium, and Large Nests

Cognition - Thinking Skills

Angel
Aquarium
Build a Cornucopia
Bunny Hat
Calendar Number Match
Candle
Coloring Tree and Forest
Farmer and Tractor
Garden Collage
Green Christmas Tree with Lights
Indian Headband
Layered Flower
Milk Carton Boats
Octopus
Ornaments
Pass the Bean Bag
Pine Cone Christmas Tree
Printing on Shamrocks
Rainbow
Shape Train
Snow Picture
Three Billy Goats Gruff
Twinkle, Twinkle Sizes
Windy Painting

Communication - Receptive Language

Animals in the Barn
Indian Tom-Toms
Pine Cone Turkeys

Communication - Expressive Language

Cages for Zoo Animals
Making Music Notes
Me and My Microphone
Painting Bars on Cages
Sunshine Painting
Thermometer

Social/Emotional

Ambulance
Apple Tree
Cowboy and Hat and Boots
Doctor's Bag
Fireman's Ladder
Fireplug
Indian Necklace
Patrol Car
Teeth

Creative Expression

Autumn Tree Sponge Painting

[redacted]

TITLE: Ambulance

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about the community	Health
Motor-Fine	Learns to use the eyes and hands together	
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Recognizes occupational vehicles of the city	TLW recognize the ambulance as a vehicle for helping hurt or sick people.
Identifies some community helpers	TLW identify the doctor as a community helper.
Cuts circles from paper	TLW use scissors to cut out two circles.

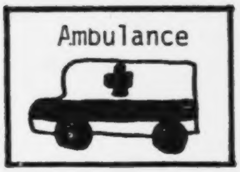
STUDENT DIRECTION: Talk about community helpers, especially doctor and nurse - ask why we have them (because they take care of us when we are sick and also they help us stay well) - talk about where people go when they are very sick (a hospital); ask how they get there very fast (in an ambulance); ask how an ambulance lets other cars know to get out of its way (siren) - tell them they will each make an ambulance - pass out ambulance, etc., and instruct them to cut out the different parts; next, instruct them to color an orange stripe straight across the side (see picture)--have them use their finger to trace where the stripe will be first; then glue on the red cross (tell them that a red cross is used to let people know someone is a doctor/nurse) - finally, instruct them to glue the ambulance on the paper and the wheels on the ambulance (ask where the wheels should go - top or bottom?), and color red lights at the top. Have them point to and read the word Ambulance on their paper.

CONSTRUCTION:

Materials: Small manila paper; black paper; scissors; glue; white paper; chalk; red paper; orange and red markers; ambulance pattern; book with picture of an ambulance (i.e., Madeline, etc.)

Teacher Prep: Outline (onto white paper) one ambulance per child (pre-cut those who cannot cut their own); outline 2 black circles with chalk for each child to cut out; outline one red cross per child; print Ambulance across top of paper

PICTURE IF APPLICABLE:



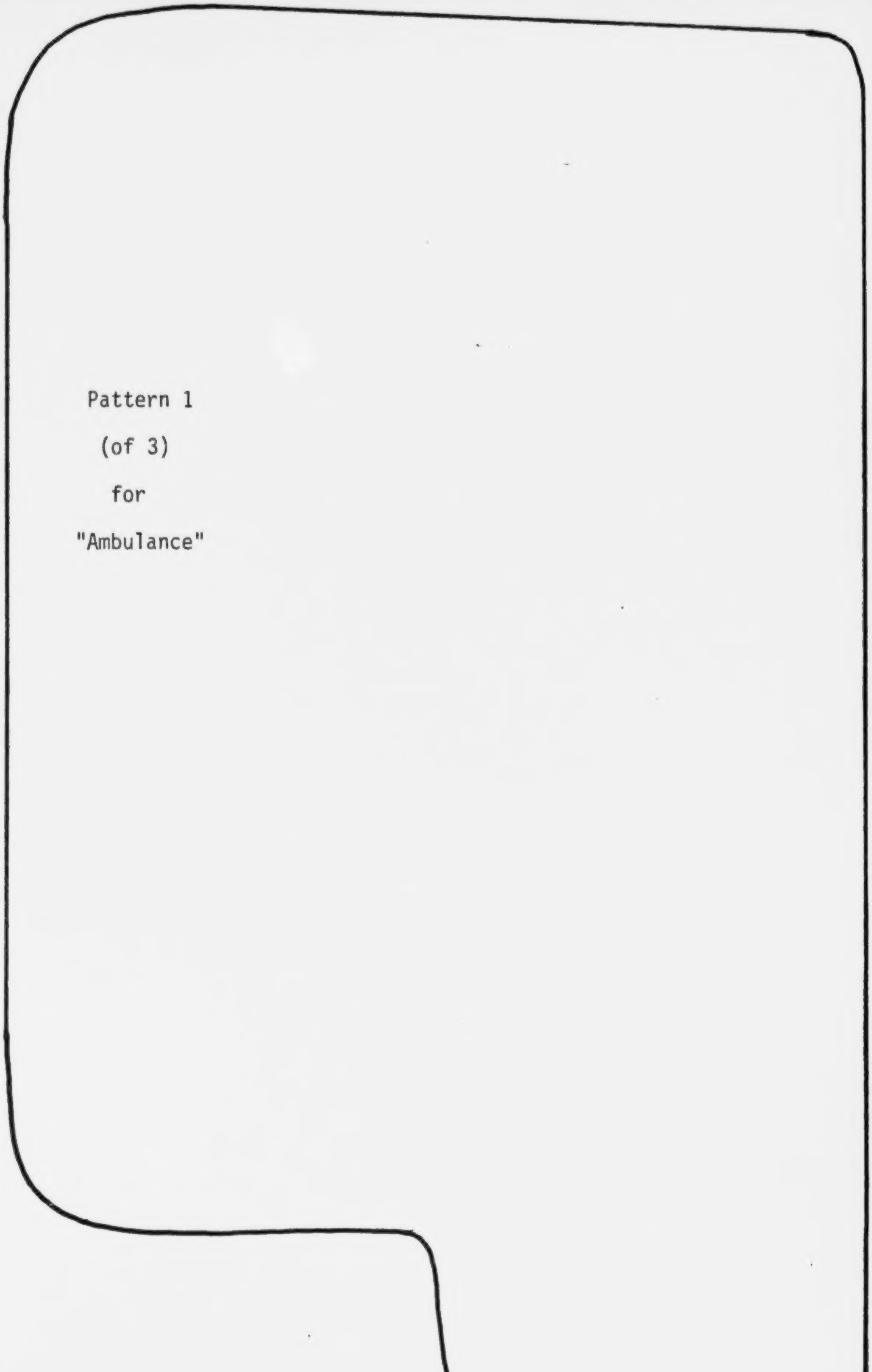
PATTERN:

See page

REFERENCE: RKF

Ambulance Continued

ACTIVITY SKILL:	OBJECTIVE:
Cuts out simple pictures	TLW cut out an ambulance.
Participates in group discussion	TLW participate in a discussion about ambulances.

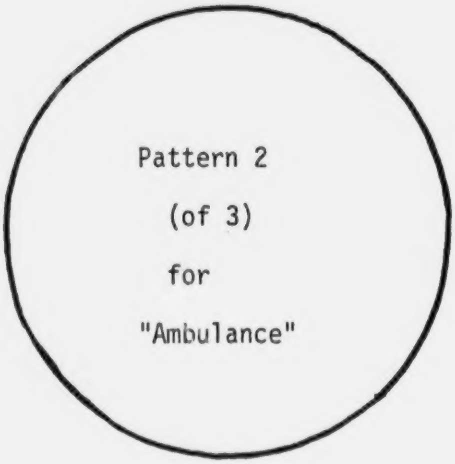


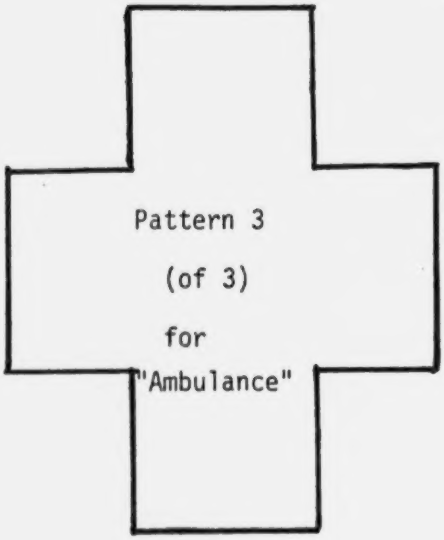
Pattern 1

(of 3)

for

"Ambulance"


Pattern 2
(of 3)
for
"Ambulance"


Pattern 3
(of 3)
for
"Ambulance"

TITLE: Apple Tree

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about own body parts and what they do	Plants
Motor-Fine	Learns to work independently Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Plays hand games	TLW participate in a finger play.
Follows directions	TLW follow directions to color a tree.
Cuts circles from paper	TLW cut two circles from paper.
Pastes without overlap	TLW paste/glue two circles on paper without overlapping.

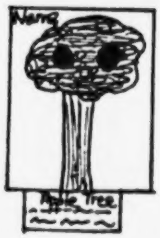
STUDENT DIRECTION: Say "Apple Tree" finger play *together; talk about what a tree is (a plant with a trunk and leaves and sometimes fruit on it); ask what an apple is (food-fruit), where it comes from (it grows on a tree), what color (red, sometimes green or yellow, too); pass out paper, instruct child to use a green crayon and draw a big wiggly circle at the top for the leaves and color it in; then, tell them to use a brown crayon to draw 2 straight lines for the trunk to go to the ground and color it in; finally, pass out scissors and paper with circles (ask the color and shape), tell them these will be the apples for their tree (count 1, 2); instruct them to cut them out, then let them glue their apples on the tree where the green leaves are. Repeat the finger play--let them each say it individually if they wish; then staple a copy of the finger play to the bottom of their picture.

CONSTRUCTION:

Materials: Small manila paper; brown and green crayons; scissors; glue; dark marker red paper; ditto of finger play; stapler; apple circle pattern

Teacher Prep: Use pattern to outline with a dark marker 2 red circles for each child to cut; run-off one copy of finger play per child; print names on paper.

PICTURE IF APPLICABLE:



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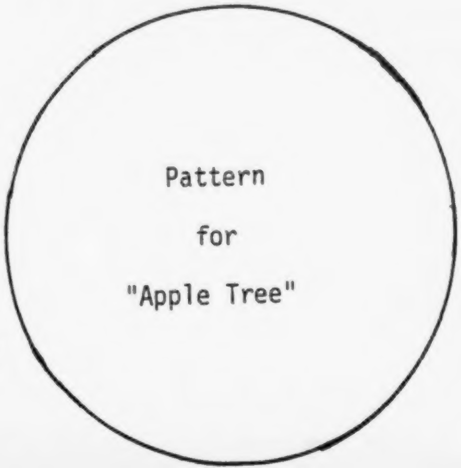


REFERENCE: RKF

Apple Tree Continued

STUDENT DIRECTION:

* Finger Play: "Apple Tree"

Way up high in the apple tree (hands/arms stretched above head)
Two little apples smiled at me; (make hands into fists and let the fists "nod")
I shook that tree as hard as I could (shake arms vigorously)
And down came the apples, (drop hands/arms to floor)
Mmmmm--were they good! (rub stomach)

TITLE: Cowboy and Hat and Boots

INSTRUCTIONAL AREA:
Social/Emotional
Motor-Fine

ECEE:
Learns about body parts

UNIT: (See Section I)
Farm Animals/Western Day

ACTIVITY SKILL:
Touches and names body parts in picture
Draws a recognizable person

OBJECTIVE:

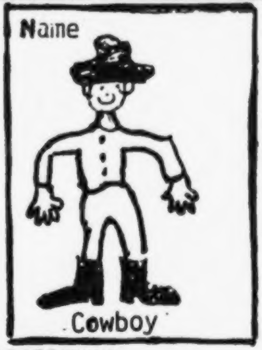
STUDENT DIRECTION: Talk about cowboys, (What does a cowboy ride?-a horse; What does a cowboy wear on his head/feet?-hat/boots; Where does a cowboy put his hat/boots?-head/feet.) Pass out paper and instruct child to draw figures first; (have him name the various body parts and touch his own as he draws them). Then let him glue on hat/boots telling you where they belong (Name color).

CONSTRUCTION:

Materials: Large manila paper, markers, or crayons, glue, black, or brown paper, and hat and boot patterns.

Teacher Prep: Turn papers lengthwise, print "cowboy" at bottom, and child's name on top left. Cut out 1 black or brown hat and 1 pair of boots per child (use patterns).

PICTURE IF APPLICABLE:



PATTERN:

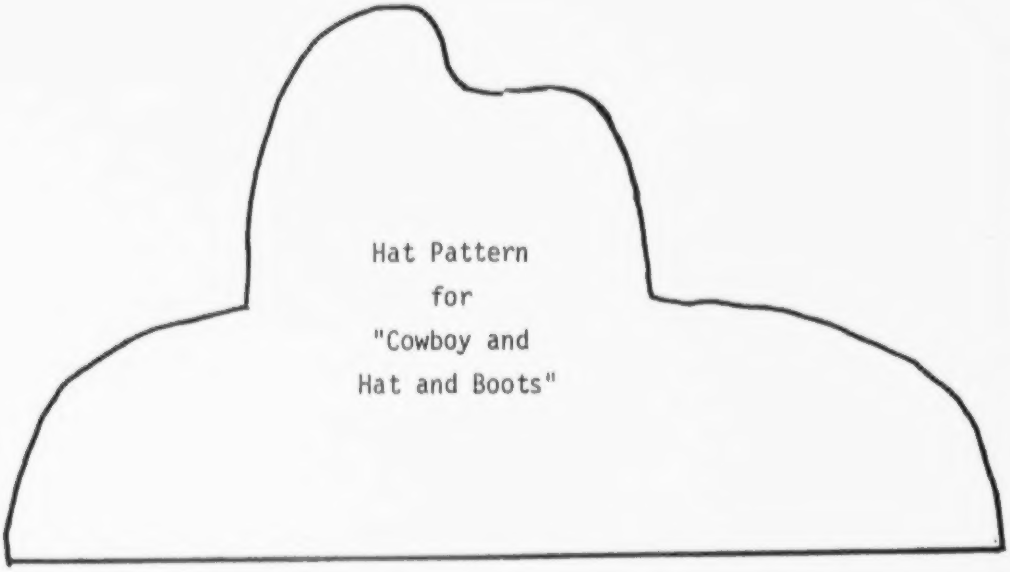
See page.

REFERENCE: RKF

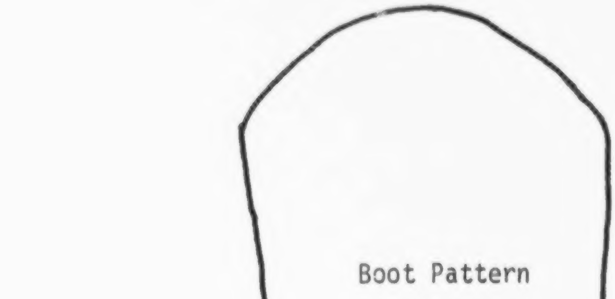
Cowboy and Hat and Boots Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Cognition-TS Communication-EL	Learns about people, places, space and events Learns to understand commands and questions	

ACTIVITY SKILL:	OBJECTIVE:
Answers questions	TLW touch and name simple body parts and facial features. TLW draw a person with at least 4 body parts. TLW answer three questions about cowboys.



Hat Pattern
for
"Cowboy and
Hat and Boots"



Boot Pattern
for
"Cowboy and
Hat and Boots"

Cut 2 boots.

TITLE: Cutting Pills (Medicine)

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about the community	Health
Motor-Fine	Learns to use the eyes and hands together	
Cognition-TS	Learns to use specific hand movements with ease and dexterity	

ACTIVITY SKILL:	OBJECTIVE:
Identifies some community helpers	TLW identify the doctor as a community helper.
Snips with scissors	TLW use scissors to snip small pieces of paper.
Uses a hole-punch	TLW punch a lot of holes using a hole-punch.

STUDENT DIRECTION: Talk about the person we go see when we are sick (doctor), ask what all he does (check our temperature with a thermometer, listen to our heart with a stethoscope, give us a shot with a needle sometimes, and maybe give us some medicine to take). He helps us so he is a community helper. Ask who sometimes works with a doctor and is also a community helper (nurse). Tell them they will get to make their own bottle of medicine; pass out bottles, let them use markers to write the "medicine's name" (whatever they print or scribble is fine) on the label or masking tape and stick it on the wax paper bottle (see picture B). Ask them to look at their bottle and tell you if it is empty or full? Yes, it is empty, nothing is in it, but they will be filling it up in a minute; pass out scissors and strips of paper, instruct them to make a lot of "pills" for their bottle by snipping small pieces; also, have them use the hole-punch and colored paper squares to make some round "pills". Finally, have them fill

CONSTRUCTION:

Materials: Assorted colored paper; scissors; hole-punch; wax paper; bottle pattern; labels or masking tape; markers

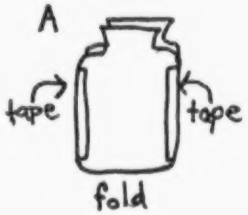
Teacher Prep: Cut 3-5 strips of assorted colored paper (approx. ½" X 8") for each child; cut 2 different colored squares (approx. 2" X 2") for each child; use pattern to cut one bottle out of wax paper per child, assemble by folding up at bottom and taping sides closed (see picture A)

PICTURE IF APPLICABLE:

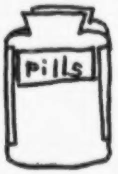
PATTERN:

See page

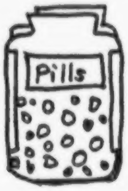
A



B



C

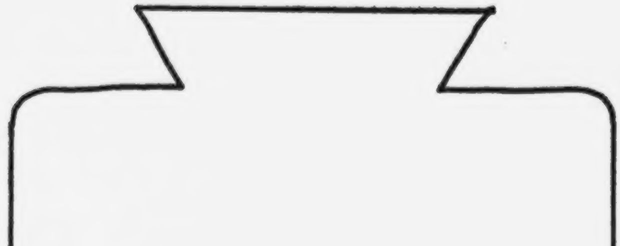


REFERENCE: RKF

ECEE:
Learns the concept of quantity

ACTIVITY SKILL:	OBJECTIVE
Uses pincer grasp	TLW pick up small pieces of paper using a pincer grasp.
Recognizes empty/full	TLW tell if his bottle is empty or full.

STUDENT DIRECTION:
bottle with pills (see picture C). Now ask if their bottle is full or empty? It is full because the pills are in it. Conclude by briefly discussing who gives us pills to take and why (only our mother/father or doctor because they know which ones make us well; if we ever take someone else's pills, we could get very sick).


Pattern
for
"Cutting Pills"

TITLE: Doctor's Bag

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about the community	Health
Motor-Fine	Learns to use the eyes and hands together	
Communication-EL	Learns that anything that can be spoken can be written	

ACTIVITY SKILL:	OBJECTIVE:
Identifies some community helpers	TLW identify the doctor as a community helper.
Cuts out simple pictures	TLW cut out three simple pictures.
Identifies name	TLW identify his last name in print.

STUDENT DIRECTION: Talk about doctors - why do we have them, what do they do, where can we find them. Ask who often works with a doctor? (nurse).

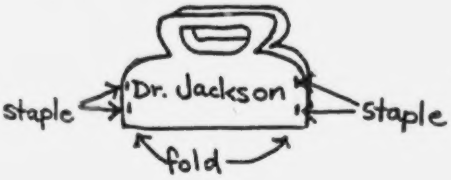
- Talk about some of the tools a doctor uses (*review that a tool is something that helps us do our job) and what they are for - stethoscope, needle, thermometer (show pictures and/or real items from doctors bag).
- Tell them they will each make a doctor's bag and put their own "tools" in it; let them find their own doctor's bag by "reading" the last names printed on the bag (or first names); pass out dittos, have them name, color, and cut out the "tools" following the dotted lines, and glue them on 3x5 cards.
- Finally, have them name them once more and tell what they are for and then put them in their bag.

CONSTRUCTION:

Materials: Tan or brown paper; scissors; stapler; patterns for bag and dittos of thermometer, needle, and stethoscope; 3x5 cards; glue; Band-aids; black marker

Teacher Prep: Cut out and assemble a brown or tan doctor's bag (use pattern) for each child--see picture below for location of staples; print doctor's name on each bag (use each child's last name preceded by Dr., or first name for immature children); get three 3x5 cards per child; make a ditto or xerox copy of pattern page: Doctor's Tools (one copy per child)

PICTURE IF APPLICABLE:

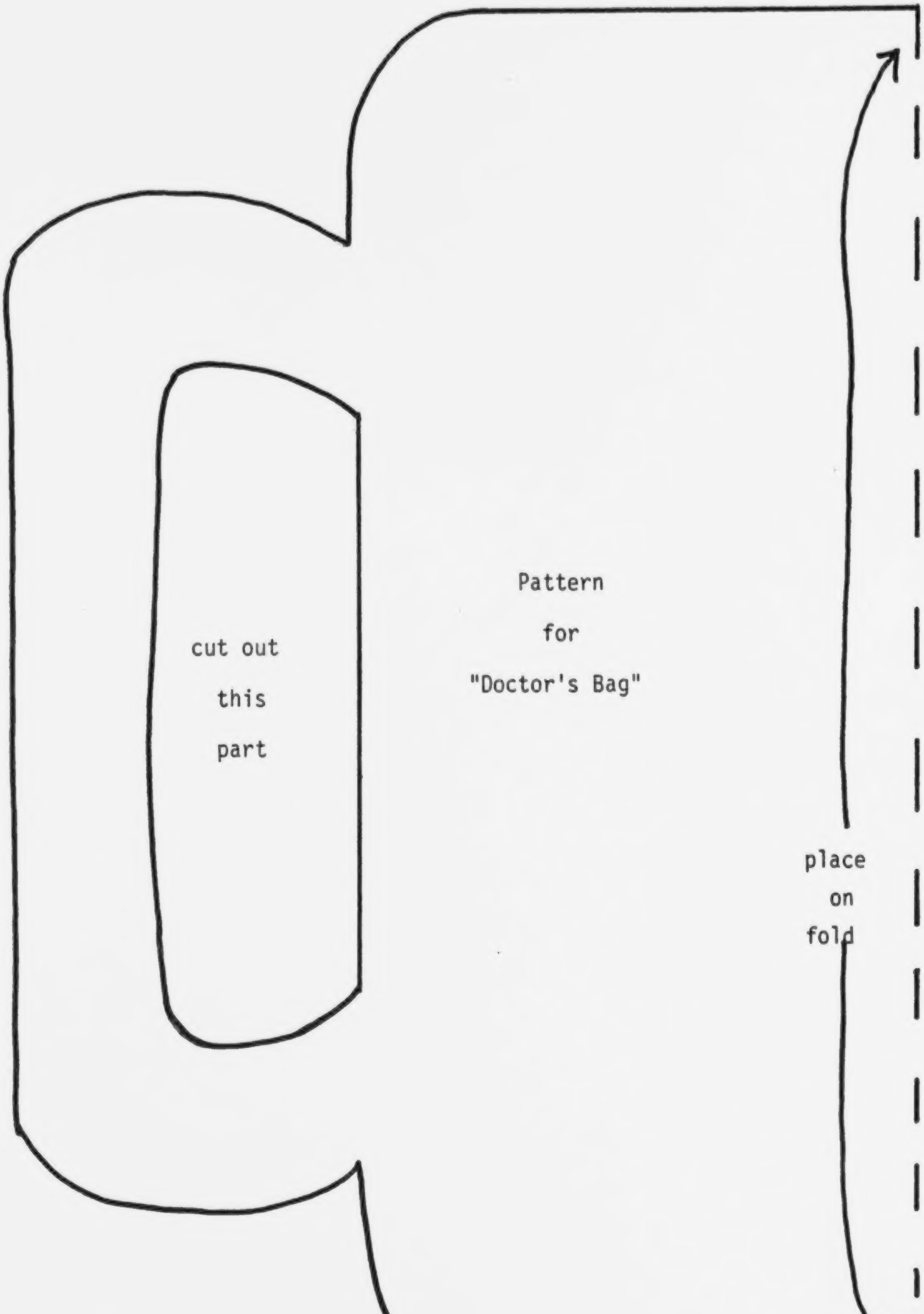


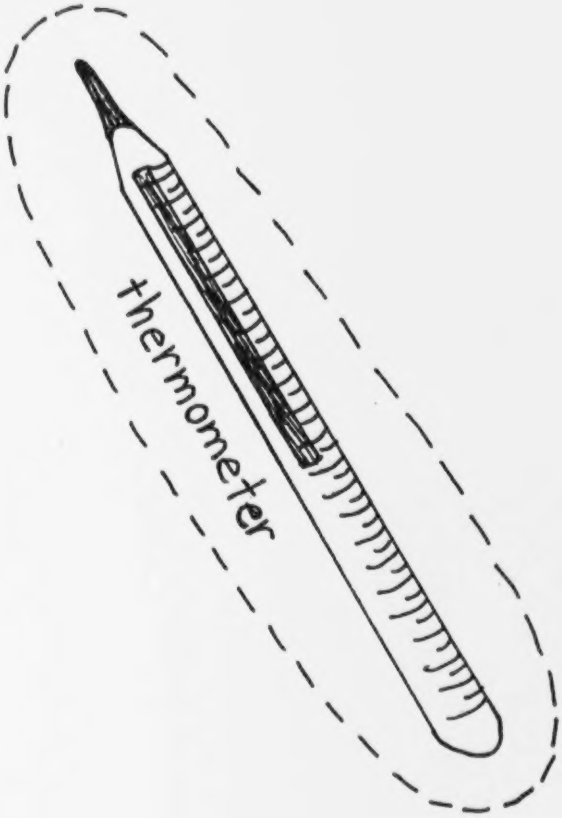
PATTERN:

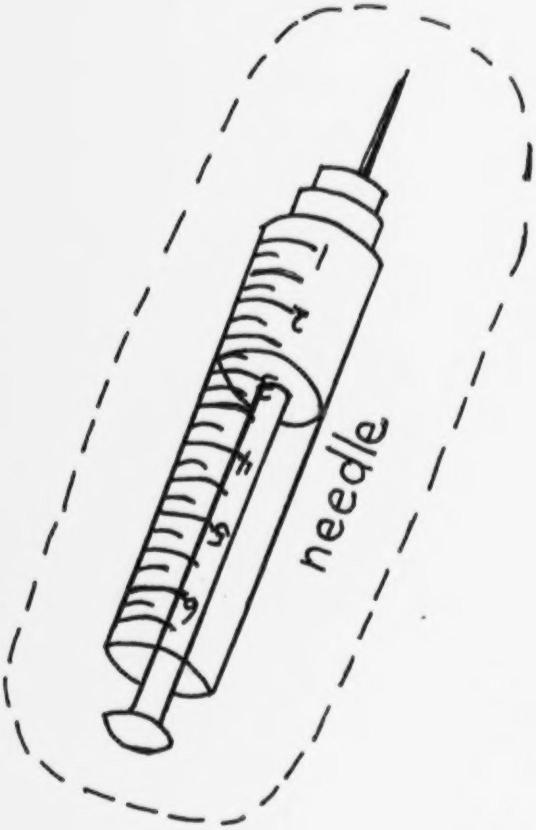
See page

425

REFERENCE: RKF


cut out
this
part
Pattern
for
"Doctor's Bag"
place
on
fold

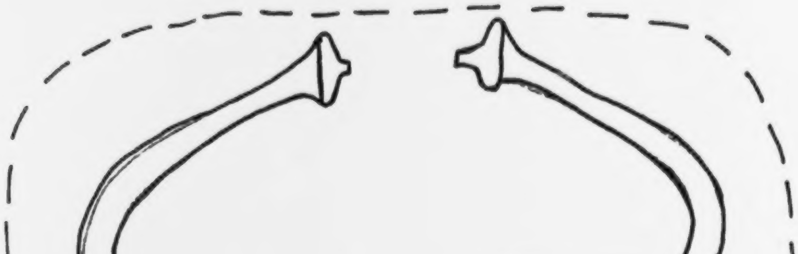

thermometer



Doctor's Tools

for

Doctor's Bag


stethoscope

TITLE: Fireman's Ladder

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Social/Emotional	Learns about the community	Safety
Motor-Fine	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Recognizes occupational vehicles of the city	TLW recognize the fire truck as belonging to the fire fighter.
Identifies some community helpers	TLW identify the fireman as a community helper.

STUDENT DIRECTION: Talk about fire fighters (show pictures/books); ask the child why fire fighters are our community helpers (because they help us by putting out fires, and sometimes they even get cats out of trees!); ask what the fire fighters use if they need to get up high to save someone or to put out a fire (ladder); ask what vehicle they ride (fire truck); ask how a fire fighter puts out a fire (with water from a hose); ask where they get the water (fireplug). Tell them they will be drawing a ladder and a fire fighter. Pass out paper and ruler; tell them that ladders have to be very straight, so to make a straight line we use a ruler - demonstrate and instruct them to make (close to one side, if possible - see picture A) two straight lines with a pencil for the sides of the ladder; then demonstrate/instruct them to use the ruler to make the steps on the ladder very straight too. Finally, instruct them to draw a fire fighter.

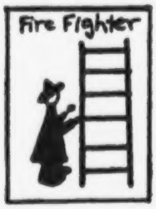
CONSTRUCTION:

Materials: Small manila paper; rulers (or straight edges); pencil; crayons; books/pictures about fire fighters.

Teacher Prep: Print Fire Fighter on top of each paper; also, find books/picutres about fire fighters.

PICTURE IF APPLICABLE:

A



PATTERN:

N/A

REFERENCE: RKF

428

Fireman's Ladder Continued

INSTRUCTIONAL AREA:	ECEE:
Communication-EL	Learns to participate in a conversation

ACTIVITY SKILL:	OBJECTIVE:
Traces along a straight edge	TLW use a pencil to trace along a straight edge.
Participates in a group discussion	TLW participate in a discussion about fire fighters.

TITLE: Fireplug

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about the community	Safety
Motor-Fine	Learns to use the eyes and hands together	
Communication-EL	Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Recognizes occupational vehicles of the city	TLW recognize the fire truck as belonging to the fireman.
Identifies some community helpers	TLW identify the fireman as a community helper.
Cuts out simple pictures	TLW use scissors to cut out a fireplug.

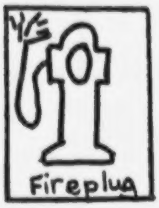
STUDENT DIRECTION: Talk about our community helper, the fireman. Ask what he does (puts out fires); how does he do it (with water from a hose); how does he get to fires that are way up high (ladder); what does he ride (fire truck); what causes fires sometimes (matches); where do fireman get the water to put out the fire (fireplug). Ask if they have ever seen a fireplug; explain that the fireman unscrews the caps on the sides and screws on his hose. Tell them they will get to make their own fireplug. Pass out fireplugs and instruct them to cut on the lines. Then instruct them to glue it on their paper; tell them they may have some string/yarn for their hose (help them glue it on, if necessary). Finally, ask what comes out the hose (water) let them color some coming out the hose.

CONSTRUCTION:

Materials: Red paper; small manila paper; string/yarn; glue; scissors; fireplug pattern; blue crayons/markers

Teacher Prep: Outline a red fireplug to be cut by each child (a few may have to be pre-cut) draw oval at top of fireplug as in picture below; cut a 10" piece of string or yarn for each child; print Fireplug at bottom of small manila paper

PICTURE IF APPLICABLE:



PATTERN:

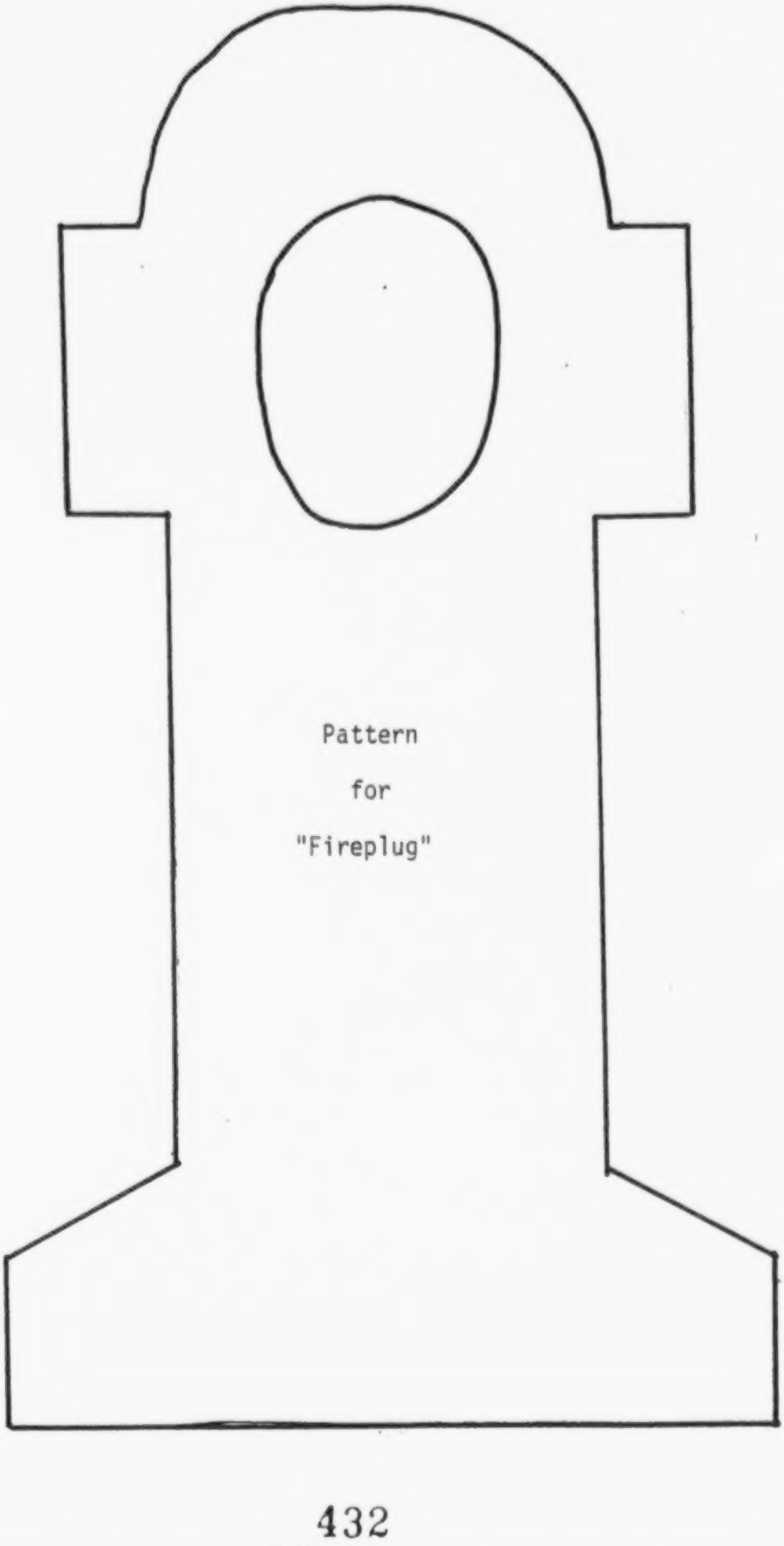
See page

REFERENCE: RKF

Fireplug Continued

ACTIVITY SKILL:
Participates in a group discussion

OBJECTIVE:
TLW participate in a discussion about firemen.



Pattern

for

"Fireplug"

TITLE: Indian Necklace

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Social/Emotional	Learns to work independently	Thanksgiving
Cognition-P	Develops kinesthetic perception	
Motor-Fine	Learns to use the eyes & hands together	

ACTIVITY SKILL:	OBJECTIVE:
Follows simple directions	TLW follow simple directions.
Completes a project	TLW complete a necklace project.
Refines eye-hand motor skills	TLW hold with one hand & "sew" with the other.
Strings beads	

STUDENT DIRECTION: Show and tell about pictures with Indian jewelry in them; talk about the fact that Indian men and women both wore necklaces. Ask on what part of the body a necklace is worn? (neck--have them find theirs). Ask them to name other kinds of jewelry (e.g., bracelet, earrings, pins, etc.). Tell them they will be making their own Indian necklaces. Pass out the needles and show them how to string the "Indian beads" by putting the needle through the centers. Tie a knot around the last "bead" they string. After they finish, encourage them to use the markers to decorate their beads. Double a short piece of masking tape around one end and print their name on it (see picture A).

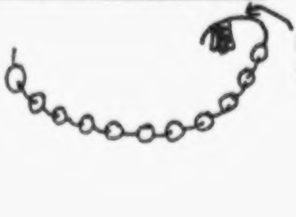
CONSTRUCTION:

Materials: Large needles; skinny yarn; styrofoam packing circle; markers; masking tape. NOTE: If styrofoam circles are not available, use small scraps of paper.

Teacher Prep: Thread needles with 14" strands of yarn; poke a hole in one styrofoam circle and tie a knot around it (so it will hold the other circles as the child strings them on).

PICTURE IF APPLICABLE:

A



PATTERN:
N/A

REFERENCE:

Visual Arts

TITLE: Lick and Stick Stamps

INSTRUCTIONAL AREA:
Social/Emotional
Cognition-TS

ECEE:
Learns about the community
Learns about people, places, space and events

UNIT: (See Section I)
Valentine's Day

ACTIVITY SKILL:
Identifies function of community helper - postman
Names shape - rectangle

OBJECTIVE:
TLW tell about the postman's job.
TLW name the shape - rectangle.

STUDENT DIRECTION:

Talk about the postman (what does he do? - deliver the mail; letters and packages - he is a "community helper"). Where do we take letters when we want to send them to someone? - the mailbox. What do we put on letters? - a stamp; ask if anyone knows why we have to put on a stamp? - because a stamp is like money and we have to pay the post office for seeing that our mail goes where we want it to go. Tell them they will get to practice licking stamps and pretend they are putting them on letters. Pass out papers; talk about the shapes they see (rectangle). Instruct them to lick their stamps one at a time and very carefully place them in a rectangle, being sure that the stamp does not get outside of the rectangle.

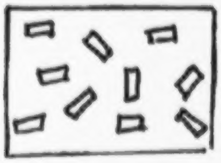
CONSTRUCTION:

Materials: Small manila paper; stamps/stickers (rectangle shape - often times these come in the mail with bookclubs, etc.)

Teacher Prep: Prepare one manila paper per child by using a rectangular pattern shape (same size as stamps) and drawing at least 10 rectangular places on the paper (see A below); separate enough stamps for each child (at least 10 per child).

PICTURE IF APPLICABLE:

A.



PATTERN:

N/A

REFERENCE:

RKF
EC/ESC/10/84

Lick and Stick Stamps Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Communication-EL	Learns the concept of quantity Learns to participate in a conversation	

ACTIVITY SKILL:	OBJECTIVE:
Says numbers in correct sequence Uses "_ing" verb forms	TLW count 10 stamps. TLW use the verbs "licking" and "sticking".

STUDENT DIRECTION:

Tell them to say, "I am licking" each time they lick a stamp and say, "I am sticking" each time they stick one on their paper. When they have finished, let them count and tell you how many stamps they licked.

TITLE: Patrol Car

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about the community	Safety
Cognition-TS	Learns about people, places, space and events	
Motor-Fine	Learns to use the eyes and hands together	

ACTIVITY SKILL:	OBJECTIVE:
Recognizes occupational vehicles of the city	TLW recognize the patrol car as belonging to a policeman.
Identifies some community helpers	TLW name the policeman as a community helper.
Identifies position	TLW point to the top of the patrol car.

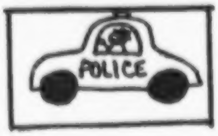
STUDENT DIRECTION: Talk about police as being COMMUNITY HELPERS. Ask why we have policemen - what do they do (protect us, help us if we get lost, etc.); ask what they wear (badge, uniform, gun, stick); ask what they drive (patrol car) - what's on top (lights and a siren). Tell them they will get to be policemen and make their own "patrol car" - pass out black paper and instruct them to cut out their wheels (ask them to name the color and shape). Then, let them glue on the car 1st, then the tires/wheels. Finally, instruct them to touch the top of their patrol car and draw a "red" siren on it (talk about what it does - sound it makes). If they want, they can color a road under the car and a policeman in it. Let them "read" the word POLICE on the side of their patrol car.

CONSTRUCTION:

Materials: Small manila paper; black paper; scissors; patrol car pattern; white paper; police pictures; chalk; red and black markers/crayons

Teacher Prep: Cut 1 car of white paper per child; outline 2 black circles for each child to cut out themselves (use chalk); print the word "POLICE" on the side of each car (use a black marker)

PICTURE IF APPLICABLE:



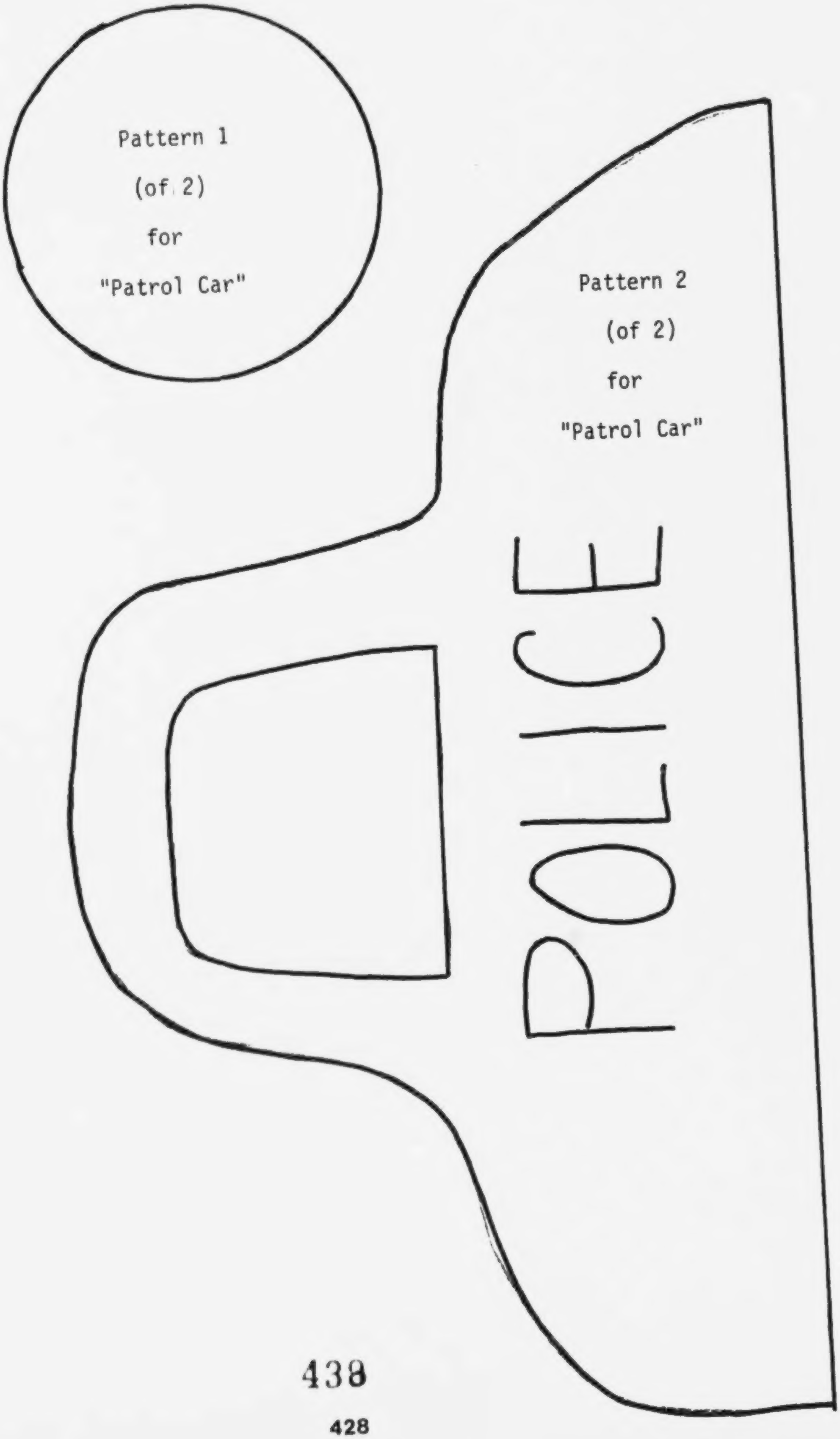
PATTERN:

See page

REFERENCE: RKF

Patrol Car Continued

ACTIVITY SKILL:	OBJECTIVE:
Cuts circles from paper	TLW cut circles from paper.
Draws a recognizable person	TLW draw a recognizable person.


Pattern 1
(of 2)
for
"Patrol Car"
Pattern 2
(of 2)
for
"Patrol Car"
POLICE

Visual Arts

TITLE: Teddy Bear Jumping Jack

INSTRUCTIONAL AREA:
Social/Emotional
Cognition-TS
Communication-EL

ECEE:
Learns about body parts
Learns the difference between fantasy and reality.

UNIT: (See Section I)
Teddy Bears/Forest Animals

ACTIVITY SKILL:
Touches & names body parts on picture.
Tells the difference between a real and a toy bear

OBJECTIVE:
TLW touch and name simple body parts and facial features on picture.

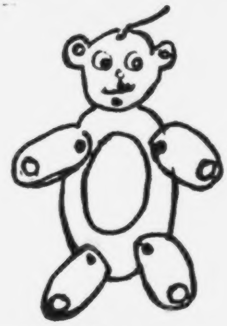
STUDENT DIRECTION: Talk about bears, what colors can real bears be (brown, black, white). What sounds do they make? (meow, moo, growl). What covers their body? (skin, feathers, fur). Where can you see a bear? (forest, zoo, circus). Where do they sleep in the forest? (den). When winter comes and the weather gets cold, what do they do? (hibernate). Ask what makes a "teddy bear" different from bears we see at the zoo, (the teddy bear is a toy--not real, never been alive, does not move around by himself or eat food. A bear in the zoo is real, alive, not a toy, we can't play with it; he walks, makes sounds and eats food). Tell them they will make their own "jumping teddy bears." Pass out "head" and black markers, ask what they need to draw on it (eyes, nose, mouth). Pass out white chalk and instruct them to find the bear's ears and to color white circles inside the ears. Pass out large oval (ask what it is for--body). Instruct them to color a white circle in the middle. Ask what is missing (arms),

CONSTRUCTION:

Materials: Yarn, reinforcements, hole-punch, white chalk, hairspray, black markers, brown paper, brads or small pieces of yarn, a real teddy bear (if possible) bear head pattern.

Teacher Prep: Cut the following for each child. 1 large oval (for body), 1 head, 4 small ovals (for legs and arms), 1 piece yarn (8-10"). Punch holes in appropriate places and put a reinforcement on back of each.

PICTURE IF APPLICABLE:



PATTERN:

See page.

REFERENCE: RKF

Teddy Bear Jumping Jack Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns to understand commands and questions

ACTIVITY SKILL:

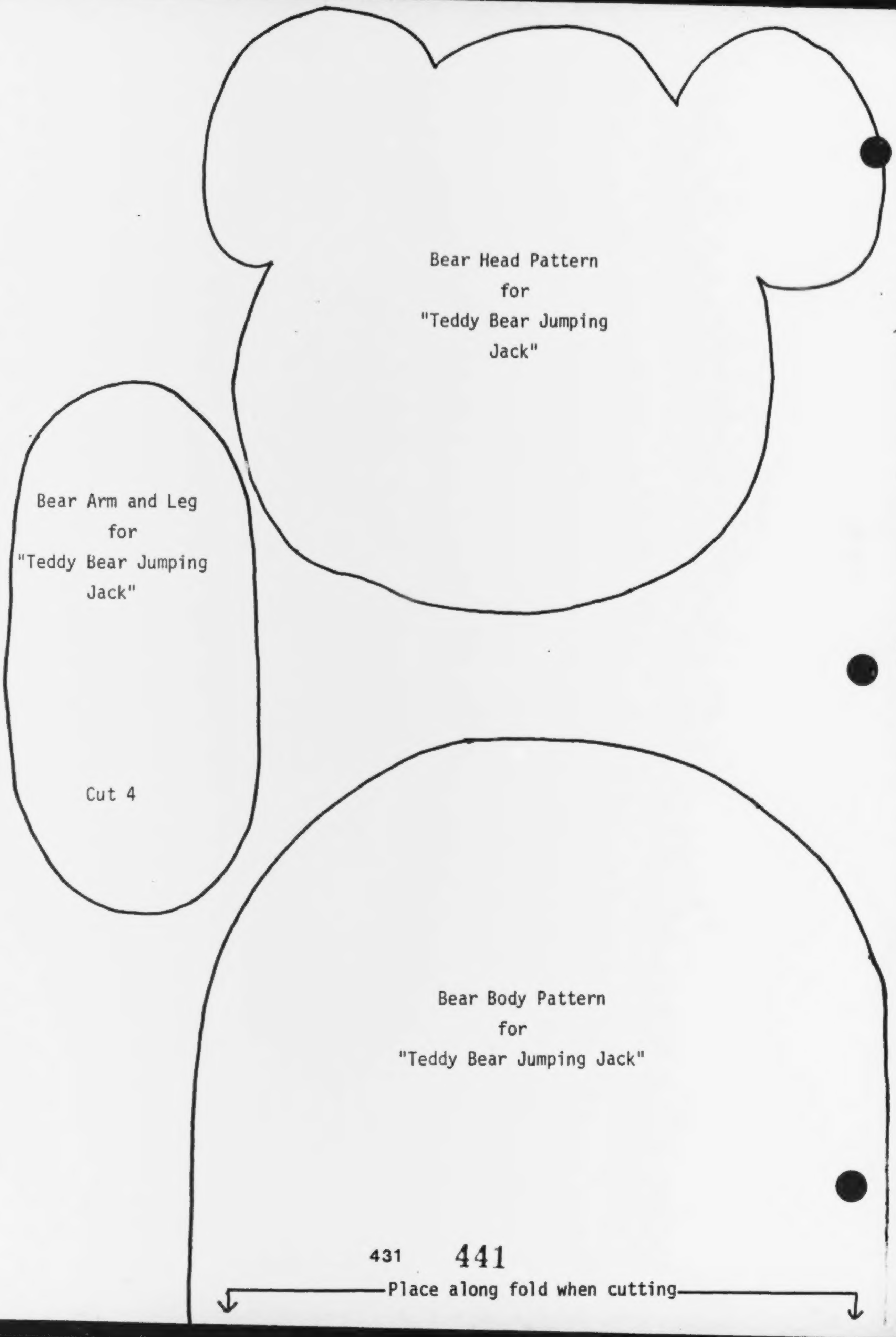
Answers questions

OBJECTIVE:

TLW tell the difference between a real and a toy bear.
TLW answer three questions about bears.

STUDENT DIRECTION:

ask how many the bear needs (two). Pass out 2 small ovals and instruct them to color small white circles on the very ends for hands. Ask what else the bear needs (legs), ask how many (two). Pass out the last 2 small ovals and instruct them to color small white circles on the very ends for feet. Instruct them to set all the body parts where they feel they should go. Then show the real teddy bear and have them check their own bears to see if all the parts are where they should be. Finally, using the brads or small pieces of yarn, help them assemble their bear. Add the long yarn piece to the top so the bear will "jump".


Bear Head Pattern
for
"Teddy Bear Jumping
Jack"
Bear Arm and Leg
for
"Teddy Bear Jumping
Jack"
Cut 4
Bear Body Pattern
for
"Teddy Bear Jumping Jack"
Place along fold when cutting

TITLE: Teeth

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about the community	Health
Motor-Fine	Learns to use the eyes and hands together	
Communication-EL/RL	Learns the names, descriptions and positions of objects	

ACTIVITY SKILL:	OBJECTIVE:
Identifies some community helpers	TLW identify the dentist as a community helper.
Snips with scissors	TLW use scissors to snip paper from a strip.
Pastes on paper without overlap	TLW paste small pieces of paper on without overlapping.

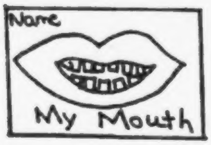
STUDENT DIRECTION: Talk about the mouth. Ask where it is (on our face); what's on the outside (lips - top and bottom = 2); what is on the inside (tongue and teeth); who helps us take care of our teeth (dentist) - he is a community helper; ask what we can do each day to keep our teeth clean (brush them); pass out pink mouth (ask child to name color, count lips, and touch their own); ask why we have a mouth (to talk with, to eat with, to smile, etc.). Instruct them to glue their mouth on the paper; ask child what color their teeth are (white); ask what we use teeth for (to bite and chew our food); what would happen if we had no teeth (we could not chew our food and also it would be hard to talk). Pass out white strip of paper (name color) and tell them to cut some teeth to put in their mouth; let them look in a mirror to see how their teeth fit straight in a row on the top and the bottom; have them touch their own teeth and say "top" and bottom). After they glue in their teeth, print "My Mouth" on their paper.

CONSTRUCTION:

Materials: Small manila paper; pink and white paper; scissors; glue; mouth pattern; mirror

Teacher Prep: Cut 1 pink mouth per child; cut 1 strip of paper per child (white, approx. 1" x 12"); print child's name on upper left corner of paper.

PICTURE IF APPLICABLE:



PATTERN:

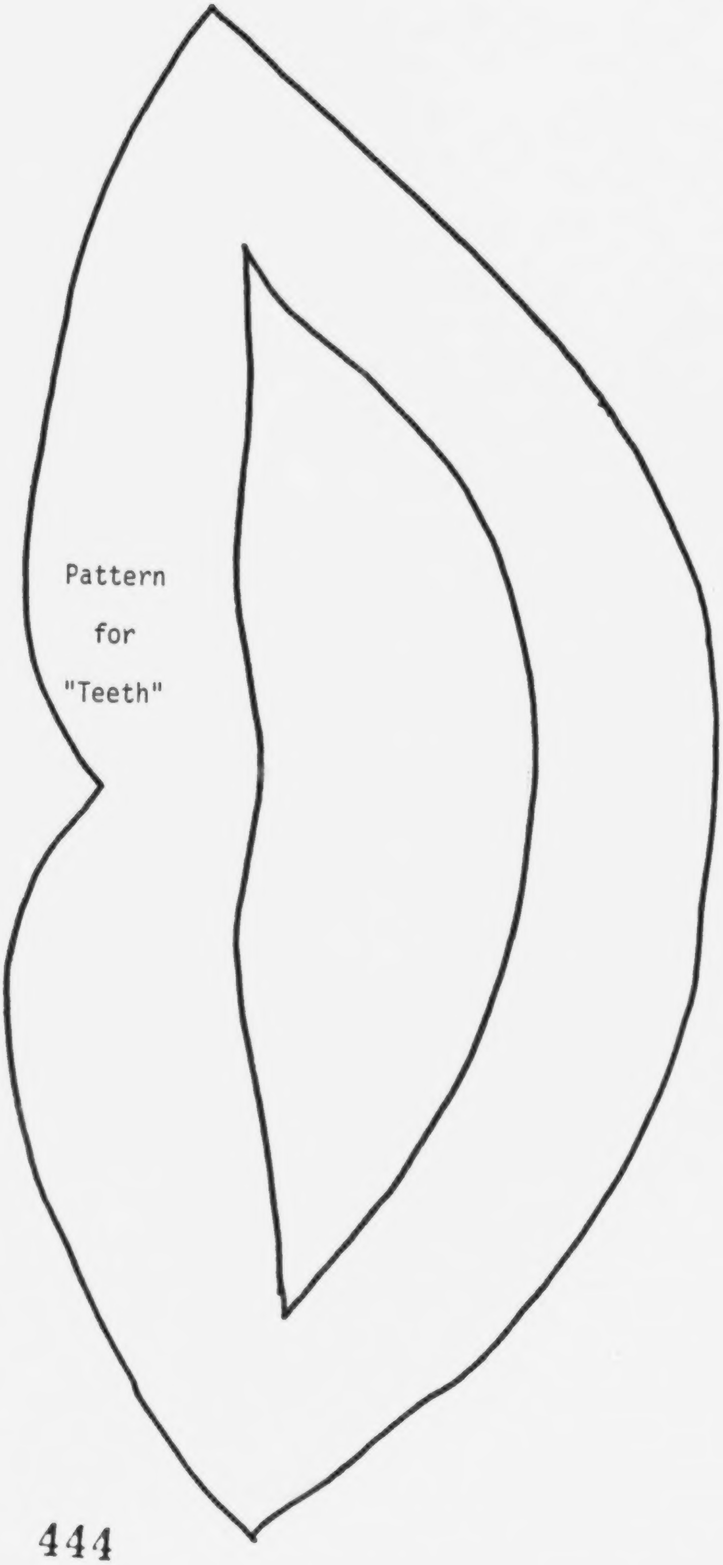
See page

REFERENCE: RKF

Teeth Continued

INSTRUCTIONAL AREA: ECEE:
Learns to understand commands and questions

ACITIVITY SKILL:	OBJECTIVE:
Tells function of body parts	TLW tell the function of the mouth.
Comprehends location words	TLW answer questions involving the locations: outside/inside


Pattern
for
"Teeth"

TITLE: Tissue Ghosts

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about own body parts and what they do	Halloween
Cognition-TS	Learns to work independently Learns the concept of quantity	

ACTIVITY SKILL:	OBJECTIVE:
Plays hand games	TLW participate in a finger play about ghosts.
Follows simple directions	TLW follow simple directions to make a ghost.
Understands just one	TLW follow directions to take just one tissue.
Recognizes how many	TLW count two cotton balls.

STUDENT DIRECTION: Talk about ghosts: what holiday do we think of? (Halloween); what color are they? are they real? what do they say? Do the following finger play: I sway in the breeze (hands sway above head)
I fly through the trees (arms fly like birds)
I'm a Halloween ghost (point to self)
Boo! (cup mouth with hands and say "Boo!")
Tell them they will make their own ghost; tell each child to take just one tissue; show them how to lay their tissue flat; instruct them to take/count 2 cotton balls and put them in the middle of the tissue (see picture A), then gather up the tissue around the cotton balls. Next, yarn should be wrapped around right under the cotton balls and tied in a knot (one end should be long) to form a neck for the ghost (you will probably need to do this for the children).

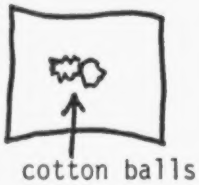
CONSTRUCTION:

Materials: Cotton balls; white tissues; orange yarn; masking tape; black markers; black ink pen

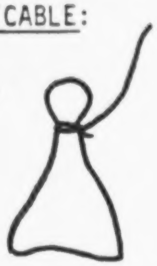
Teacher Prep: Cut a 12" piece of orange yarn per child.

PICTURE IF APPLICABLE:

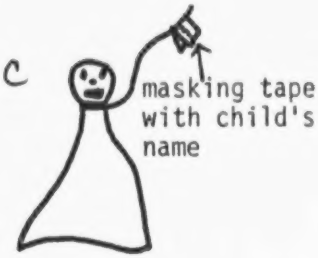
A



B



C


masking tape with child's name

PATTERN:

N/A

REFERENCE: RKF

Tissue Ghosts Continued

STUDENT DIRECTION:

Finally, they should use the black markers to make faces on their ghosts. Repeat finger play with the children using the ghosts. Let them each have a turn to do it by themselves.
* Double a small piece of masking tape at top of yarn and write child's name in ink for later identification purposes (see picture C).

TITLE: Toothbrush

INSTRUCTIONAL AREA:	ECEE:	UNIT: (see Section I)
Social/Emotional	Learns about the community	Health
Communication-RL	Learns the meaning of object, action, descriptive and position words	

ACTIVITY SKILL:	OBJECTIVE:
Identifies some community helpers	TLW identify the dentist as a community helper.
Touches an object with a specific texture	TLW touch the smooth and rough parts of a toothbrush.

STUDENT DIRECTION: Talk about Community Helpers - ask them which helper takes care of our teeth (dentist) - ask them what we can use everyday to help clean and take care of our own teeth (toothbrush). Also, remind them that we should try not to eat too much sweet stuff like candy. Hold up a real toothbrush and ask again what it is called, also ask what goes on it (toothpaste). Let them feel the handle (discuss how smooth it is), then touch the bristles (note how rough they are). Tell them to look at the toothbrush and tell you where the bristles are (all over the handle, or just at one end); also do the bristles stand up straight or are they crooked? Tell children they will make a picture of their own toothbrush; pass out manila paper and markers/crayons, instruct child to choose and name a color and draw the handle of his toothbrush across the lower part of his paper (demonstrate if necessary). Then pass out white strip and instruct them to cut on the lines to make "bristles" for their toothbrush. Finally, instruct

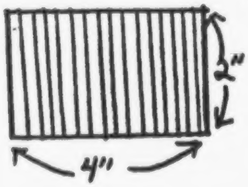
CONSTRUCTION:

Materials: Small manila paper; white paper; scissors; glue; markers or crayons; black pen; pictures of dentist; real toothbrush

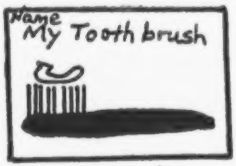
Teacher Prep: For each child, use a black pen to prepare a strip of white paper (2" X 4") with lines on it very close together (see A below) for cutting; print names in upper left corner of manila paper

PICTURE IF APPLICABLE:

A



B



PATTERN:

N/A

REFERENCE: RKF

Toothbrush Continued

INSTRUCTIONAL AREA:	ECEE:
Cognition-TS	Learns that the environment can be observed
Motor-Fine	Learns to use the eyes and hands together

ACTIVITY SKILL:	OBJECTIVE:
Identifies object by use	TLW identify the toothbrush as what we use to clean our teeth.
Cuts along straight line	TLW cut along straight lines.
Pastes without overlap	TLW paste thin paper strips without overlap.

STUDENT DIRECTION:
them to glue their bristles close together (and straight up and down) at one end - let them look at the real toothbrush again to be sure they know where to glue their bristles. They may also want to color some "toothpaste" on top of the bristles. Print My Toothbrush on their paper when they finish and let them "read" the words.

TITLE: Valentine Mailboxes

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Social/Emotional	Learns about the community	Valentine's Day
Communication-EL	Learns that anything that can be spoken can be written	

ACTIVITY SKILL:	OBJECTIVE:
Identifies some community helpers	TLW identify the postman as the person who delivers mail.
Identifies name	TLW select his name from a set of five names.

STUDENT DIRECTION:

Talk about cards and letters (why we send them to people); ask how we can get them to someone else (we can walk, drive, or we can "mail it"); who takes care of letters we mail (postman). Tell them that they will each get to make their own mailbox, so that we can take turns being the postman. Pass out covered boxes and markers; instruct them to decorate their "mailbox" (encourage them to draw hearts, etc.) - also, allow them to choose old Valentines or stickers and glue them on. Finally, instruct them to find their name/address cards (from a group of at least 5 other cards) and glue it on the front of their mailbox (see B below). Ask him to "read" his name and address for you. Later let children take turns being postmen and delivering Valentines by

CONSTRUCTION:

Materials: 3x5 cards; cereal/cracker boxes (one per child); old Valentine cards or stickers; white or pink paper (the large kraft paper on the big rolls works best); scissors; tape; glue; pink and red markers or crayons; *Optional: yarn, shoulder bag, hat.

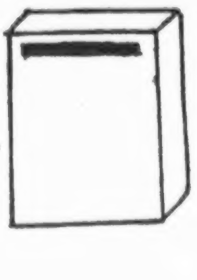
Teacher Prep: Cover top sides or bottom of 1 box per child with white or pink paper (it covers easily if you wrap it like a present); cut slit on front (see A below); print child's address on 3x5 card; print child's full name on another 3x5 card.

*Note: we ask the children's parents to let them bring Valentines to "mail" to their friends at school; I send home a list of the names and ask that the parents clearly print one friend's name on the outside of each envelope.

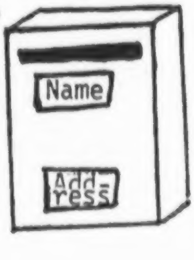
PICTURE IF APPLICABLE:

PATTERN:

A



B



REFERENCE:

RKF

EC/ESC/10/84

Valentine Mailboxes Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
Cognition-TS	Learns about people, places, space and events Learns that groups and/or objects can be combined and separated to create new groups Learns to use the imagination	

ACTIVITY SKILL:	OBJECTIVE:
Identifies friends' names	TLW recognize his friends' names on envelopes and mailboxes.
Says his address.	TLW repeat his address.
Matches alphabet letters	TLW match names on envelopes to names on mailboxes.
Plays simple pretend games with props	TLW pretend to be a postman delivering mail.

STUDENT DIRECTION:

"reading" and/or matching names on envelopes to names on mailboxes. (The children especially enjoy using a shoulder bag and wearing a hat when they pretend to be the postman.) *Yarn may be threaded through box so that it will hang from chair or simply line up the mailboxes against a wall or on the chalkboard rail.

Visual Arts

TITLE: Valentine for Parents

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Social/Emotional	Learns about the body parts and what they do	Valentine's Day
Cognition-P/TS	Develops tactile perception	

ACTIVITY SKILL:	OBJECTIVE:
Touches, names and tells function of body parts on self	TLW touch, name and tell the function of his hands.
Explores standard tactile materials repeatedly	TLW use fingerpaint.

STUDENT DIRECTION:

Talk about the holiday "Valentine's Day". Ask what month it comes in; ask what shape is important to know about on Valentine's Day - heart; ask what we call the little magical person who shoots "magic" arrows to make people fall in love - cupid; ask if cupid is real or make-believe; then ask them to name some real and make-believe characters. Ask what community helper delivers letters and packages - postman. Tell the children that on Valentine's Day people give each other Valentines to show that they care about them - tell them they will get to make a very special heart Valentine to take home to their family.

Read the verse: God gave me hands to use each day,
To show I love you in a special way.

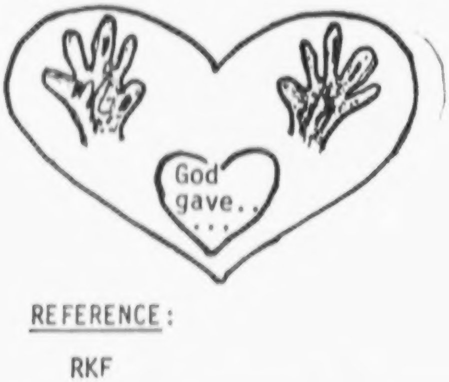
CONSTRUCTION:

Materials: 2 shades of pink paper or 1 pink and 1 white paper; red fingerpaint; fingerpaint paper; heart patterns.

Teacher Prep: Cut out one large pink heart and one small heart (a different, lighter shade or white) per child. Print the special *verse on the small hearts (see * below).

PICTURE IF APPLICABLE:

A.



PATTERN:

See page.

*God gave me hands to use each day,
To show I love you in a special way.

REFERENCE:

RKF

Valentine for Parents Continued

INSTRUCTIONAL AREA: ECEE: UNIT:

Learns the difference between real and seeming change

ACTIVITY SKILL:

Tells the difference between most real and make-believe characters in the environment

OBJECTIVE:

TLW name some real and make-believe characters.

STUDENT DIRECTION:

Ask them to show you their hands and to tell you how many they have. Ask them what are some of the special things that they can do with their hands (color, paint, wave, pet, clap, etc.). Tell them that their heart Valentine is going to be special because it will have a "picture" of their hands on it. Pass out large hearts (name color and shape); assist each child in using the fingerpaint to make a print of their hands on the heart (demonstrate how to hold fingers out straight); place one hand close to top on left and one close to top on right (see A under "picture"). Then pass out fingerpaint paper and let them paint - after they have swirled around for a while, suggest they make hearts if they wish. Later when the handprints have dried, glue small heart with verse onto the large heart (see A under "picture").

TITLE: Witch Mobile

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Social/Emotional	Learns about own body parts and what they do	Halloween
Cognition-TS	Learns to work independently Learns about people, places, space and events	

ACTIVITY SKILL:	OBJECTIVE:
Touches and names body parts on self	TLW touch and name body parts on self.
Completes a project	TLW make a witch.
Names shapes	TLW name circle, triangle, and rectangle.

STUDENT DIRECTION:

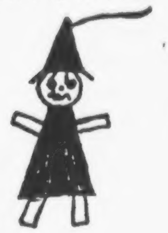
Talk about witches (what they wear, what they ride, when we see them, are they real, etc.); tell them they will make their own witch. First, have the children touch and name their own facial features and major body parts (i.e., head, body, arms, legs). Then provide each child with a set of shape pieces (have them name the colors and shapes) and glue and markers (for face), *assist them by talking rather than by actions if possible (such as: what would make a good head? Should she wear anything on top of her head? etc.) as they assemble their witch. Tell them that if they do not want/need to use all the pieces, this is o.k. (Encourage them to do it their own way, rather than to copy a friend). When they finish, let them punch a hole in the top and tie on the long piece of yarn.

CONSTRUCTION:

Materials: Green and black paper; orange yarn; black markers; glue, hole-punch

Teacher Prep: Use patterns to cut 1 each of the following per child: green circle, small black triangle, large black triangle, set of 4 green rectangles, set of 6 pieces of orange yarn 4" long, and one 12" piece of green yarn

PICTURE IF APPLICABLE:



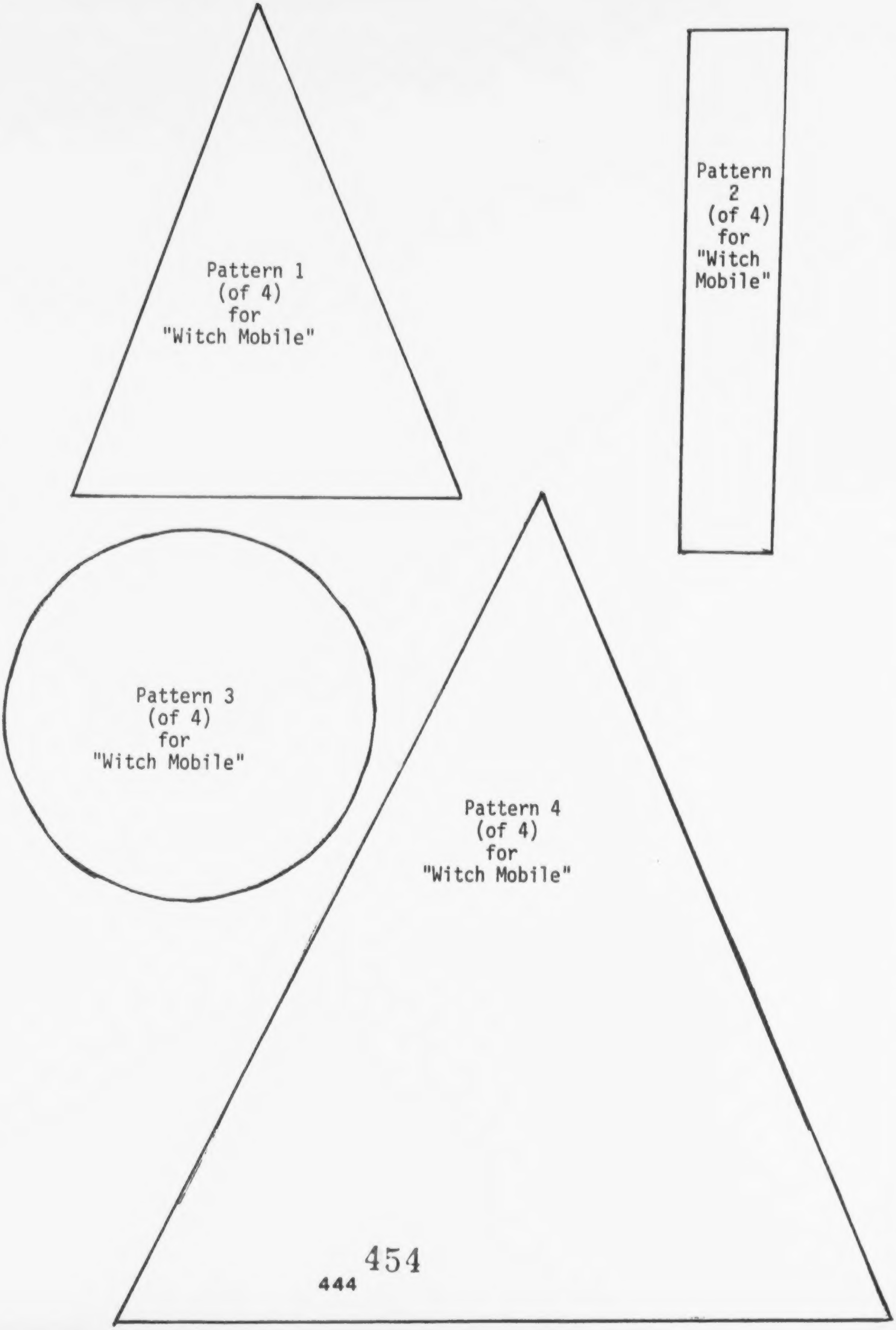
sample,
children's should vary

PATTERN:

See page

REFERENCE:

RKF



Pattern 1
(of 4)
for
"Witch Mobile"

Pattern
2
(of 4)
for
"Witch
Mobile"

Pattern 3
(of 4)
for
"Witch Mobile"

Pattern 4
(of 4)
for
"Witch Mobile"

TITLE: Who Wants To Touch And Be Touched

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Social/Emotional	Learns social skills & appropriate group behavior	N/A
Communication - RL	Learns the meaning of descriptive words	

ACTIVITY SKILL:	OBJECTIVE:
Seeks out other children	TLW move around the room touching others in the ways suggested in the song.
Attends to different sensory stimulation	TLW use his body to touch in a different way than has been suggested, in response to the

STUDENT DIRECTION:

Tell the children they may move around the room without talking, and touch others in special ways. Demonstrate and name the ways the music will say to touch (soft and gentle, light bumping and bouncing, smooth and flowing). Tell them that it is OK to not want to be touched, that anyone who does not want to be touched today may sit on the floor and listen/move to the music - remind everyone to respect the rights of anyone who chooses to sit on the floor. Instruct the children to listen to the music and try to touch in those special ways. On the last verse, you may need to suggest the "new and different" ways to move, until your group is more familiar with the song. Or, you may wish to stop the music and ask the children for suggestions, then turn it back on.

CONSTRUCTION:

Materials: Record player or cassette player, Feelin' Free (tape or record)

Teacher Prep: N/A

PICTURE IF APPLICABLE: N/A

PATTERN: N/A

REFERENCE: "Feelin' Free" by Hap Palmer

Music

TITLE: Who Wants To Touch And Be Touched

INSTRUCTIONAL AREA:
Communication - RL

ECEE:
Learns to understand commands and questions

UNIT: (See Section I)

ACTIVITY SKILL:
Responds to simple questions with nonverbal bodily responses

OBJECTIVE:
question, "Can anyone find another way?"

STUDENT DIRECTION:

CONSTRUCTION:

Materials:

Teacher Prep:

PICTURE IF APPLICABLE:

PATTERN:

REFERENCE:

SOCIAL/EMOTIONAL

See Also:

Cognition - Perception

Fooey (A Chant)
Hand Tulip Garden
Stop and Go/Fast and Slow

Cognition - Thinking Skills

Body Part Stick-Up
Calendar Number Match
Eensy Weensy Spider
Farmer and Tractor
Indian Sand Painting
Ornaments
Scarecrow
Seed Number Books
Sneezing/Coughing

Communication - Expressive Language

Egg Carton Bunnies
Indian Jacket
Postman Brings a Valentine
Sheep

Motor - Fine

Cherry Tree
Christmas Tree
Circle Template Elephant
Coffee Ground's Bear
Cutting Pills
Flag
Jack-O-Lantern
Leprechaun-Shamrock Man
A Mane for a Lion
One Dollar Bill
Pig and Corn
Pot-of-Gold
Pumpkin Patch

Motor - Fine (continued)

Snowman - Big/Little
Spider and Web
Teeth for an Alligator
Trace and Color Bear
Turtle
Wreath

TITLE: Autumn Tree Sponge Painting

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Creative Expression Cognition-P/TS Motor-Fine	Engages in graphic expression. Develops visual perception	Autumn

ACTIVITY SKILL:	OBJECTIVE:
Uses paint to make leaves and names them although they do not approximate reality	TLW name the following colors: red, orange, brown, yellow, green.

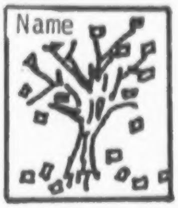
STUDENT DIRECTION: Talk about autumn (what the leaves do--change colors and fall down to the ground; what the weather does--get cooler; what squirrels do--gather nuts; what bears do--get ready to hibernate). Pass out paper and brown crayons. Instruct child to draw a tree with a lot of branches. Then, demonstrate how to dip sponges in paint and dab it on around the tree. Encourage them to put on a lot of leaves, using and naming all the colors

CONSTRUCTION:

Materials: Small manila paper, sponge pieces (several may be cut from 1 sponge), clothespins, red, orange, brown, yellow, green paint, smocks, and brown crayons.

Teacher Prep: Prepare paint in small dishes (very shallow), clip sponge pieces onto clothespins (at least one per dish), print children's names on top left corner of paper.

PICTURE IF APPLICABLE:



PATTERN:

N/A

REFERENCE: RKF

Autumn Tree Sponge Painting Continued

INSTRUCTIONAL AREA:	ECEE:	UNIT:
	Learns to use the eyes and hands together Learns that the environment can be observed, manipulated and tested	

ACTIVITY SKILL:	OBJECTIVE:
Names colors Manipulates sponge paint pictures	TLW use a pincer grasp to manipulate sponge pieces into paint and onto paper.

TITLE: Hand Print Leaves

INSTRUCTIONAL AREA:	ECEE:	UNIT: (See Section I)
Creative Expression	Engages in graphic expression	
Communication-RL/EL	Develops visual perception	Autumn
Cognition-P/TS	Develops tactile perception	

ACTIVITY SKILL:	OBJECTIVE:
Uses fingers & hands to fingerpaint	TLW trace around small circle shapes.
Names colors	TLW draw a squirrel.

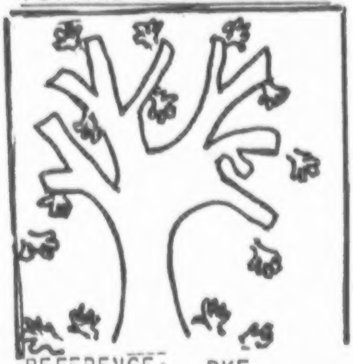
STUDENT DIRECTION: Talk about autumn (how the leaves on the trees turn different colors and then fall off, down to the ground). Have them say autumn. Show them the big tree and tell them their hands will make the leaves. Let each child put 2-4 leaves (naming the colors) on the tree using different colored paint. It works best if you paint the child's hand with a brush and then let them "print" onto the tree. After they put on their leaves, let them make their own fingerpaint painting. Encourage them to talk about how the paint feels to them (wet, gooey, sticky, etc....) Use the tree on a bulletin board, your class door, or in the hall. For clean-up (or to change hand leaf colors), let each child dip hands in prepared water container, rub off paint, and dry with a towel.

CONSTRUCTION:

Materials: Very large white (or light colored) paper, fingerpaint (red, green, orange, purple), smocks, fingerpaint paper, 4 paint brushes, large container of water with a little liquid soap squirted in, towel

Teacher Prep: Draw a large brown tree on the large white paper (see picture below for general "tree" shape--nothing special). Print child's name on back of fingerpaint paper, prepare water with a little soap

PICTURE IF APPLICABLE:



PATTERN:

REFERENCE: RKF

Hand Print Leaves Continued

ACTIVITY SKILL:

OBJECTIVE:

TLW answer three questions about a squirrel.
TLW follow directions to trace circle shapes inside the tree hole.
TLW name the color brown.
TLW name the shape - circle.

CREATIVE EXPRESSION

See Also:

Cognition - Perception

Musical Drawings
Negative Space Paper
Spaghetti Design

Motor - Fine

Straw Painting

MATERIALS EVALUATION

TITLE:

AUTHOR:

PUBLISHER:

COST:

AGE RANGE:

FINE ARTS AREA:

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included									
·Consumable materials involved									
·May be utilized by teaching assistant									
·Independent use:									
·Small group use:									
·Large group use:									
·Requires large floor space									
·Minimal space required									
·Seatwork									
·Requires outside planning/preparation									
·Self-contained kit									
·Requires other materials									
·Storage space requirements									
·SPH-limited physical response required									
·Durability									
·Price									

Comments:

Cross Reference to Lesson Plans

Teacher's guide included:	If "yes" is checked, 0-5 rating indicates the usefulness of the teacher's guide from brief/general guidelines (0) to extremely helpful/detailed guidelines (5).
Consumable materials involved:	If yes is checked, 0-5 rating indicates quality/usefulness of consumables included and/or how easily the necessary consumables may be gathered, from expensive, hard-to-find items (0) to mostly free, easy-to-find items (5).
May be utilized by teaching assistant:	If "yes" is checked, 0-5 rating indicates the appropriateness of the material for an assistant's independent use.
Independent use:	If "yes" is checked, 0-5 rating indicates how easily a child can use the material without monitoring by an adult.
Small group use:	If "yes" is checked, the material is suited for groups of 2-5 children.
Large group use:	If "yes" is checked, the material is suited for groups of 10-14 children.
Requires large floor space:	If "yes" is checked, the material/program requires space large enough for each child participating to move freely.
Minimal space required:	If "yes" is checked, the material/program requires only minimal floor space found in most classrooms.
Seatwork:	If "yes" is checked, 0-5 rating indicates how well the material/program can be used with the children seated.
Requires outside planning/preparation:	If "yes" is checked, 0-5 rating indicates whether a lot of outside planning/preparation (0) or just a little (5).
Self-contained kit:	If "yes" is checked everything needed for the program/kit is provided.
Requires other materials:	If "yes" is checked, 0-5 rating indicates the amount of other materials required from a lot (0) to just a few (5).

Storage space requirements:	Large storage space required (0) to minimal space requirements (5).
SPH-limited physical response required:	0-5 rating indicates how appropriate the material is for SPH from not appropriate (0) to very appropriate (5).
Durability:	0-5 rating indicates how well the material will stand up under normal classroom use from weak/flimsy (0) to very durable (5).
Price:	0-5 rating indicates how compatible price is with the quality-quantity from too expensive for what you receive (0) to "worth every penny" (5).

Explanation of Rating Scale
for
Materials Evaluation

N/A	Not applicable
0	Bad - almost useless
1	Poor - does not fulfill basic purpose
2	Adequate - fulfills basic purpose
3	Good - better than average
4	Excellent - exceeds expectations
5	Superior - outstanding

MATERIALS EVALUATION

TITLE: Activity Hoops (14" diam./set of 10)
COST: $28.95

AUTHOR:
AGE RANGE: 2 yrs. - 8+ yrs.

PUBLISHER: Ordered from Constructive Playthings
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements								X	
·SPH-limited physical response required				X					
·Durability									X
·Price								X	

Comments: These are nice, sturdy hoops that come in a box of ten (two each of the following colors: red, yellow, blue, green, orange). We do many activities where each child needs his own hoop, so we had to order two sets. They are great to use for songs/activities that require the children to stand in their own space or circle (and they do not take up nearly as much floor space as hula hoops). They are 14" in diameter. We also use them to reinforce color concepts, position concepts, math concepts, etc.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: All About Me/Let's Be Friends
COST: $8.25
AUTHOR: Miss Jackie Weissman
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Gryphon House
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Social/Emotional
Communication - RL/EL
Cognition - P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required									X
·Durability									X
·Price								X	

Comments: This is a set of two picture books and one 45 rpm record. The pictures are nice black and white photographs of young children that are designed to be multi-cultural, multi-racial, non-sexist and include handicapped children. One book is about friendship and the other is about self-concept and body parts. The author suggests that you first read the book, then sing the song (the record provides the music), and finally sing the song as you look at the pictures in the book. Both songs have a simple, easy to learn melody with a lot of repeating phrases. After you introduce these songs to the group,
Cross Reference to Lesson Plans

All About Me/Let's Be Friends

Comments: Continued

they could be independently enjoyed at the listening center.

MATERIALS EVALUATION

TITLE: Alligator Pie and Other Poems (record)
COST: $8.98

AUTHOR: Dennis Lee
AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: Caedmon (ordered from Linden Tree Children's Records and Books)
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication-RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X						X		
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required								X	
·Durability								X	
·Price								X	

Comments: This is an album of fun, nonsensical rhymes and chants read by the man who authored them. He is reading them *to* a group of children, so spontaneous children's laughter is frequently heard. These are fascinating to children - they want to join in right away. Unfortunately, there is no teacher's guide, so you have to listen to the album many times to copy down the words to the rhymes. I'm not sure that it's worth the effort.

Cross Reference to Lesson Plans

EC/ESC/10/84

8A-11

MATERIALS EVALUATION

TITLE: Ball, Hoop and Rhythm Activites for Young Children (cassette)

COST: $10.50

AUTHOR: Carol Hammett and Elaine Bueffel

AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: Kimbo

FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Cognition-P/TS
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: These are really fun, exciting, and unique activities using balls, hoops, and ribbons (or scarves) for young children. My class loves them! The music is outstanding (both classical and popular movie themes are included). Side A contains nine songs-three progressively challenging routines for each piece of equipment (ball, hoop, and ribbon), so that the children progress with the record. Side B includes five beautiful, all instrumental selections to allow the children to create their own routines. The teacher's manual is extremely helpful-general teaching suggestions

Cross Reference to Lesson Plans

The Muppet Show Theme - Ribbon Routine

Ball, Hoop and Rhythm Activities for Young Children (cassette)

Comments: Continued

and special hints are included along with excellent instructions for each routine; a special section on making your own equipment is also included.

MATERIALS EVALUATION

TITLE:	Bean Bag Activities and Coordination Skills (cassette)	COST:	$10.50
AUTHOR:	Georgiana Liccione Stewart	AGE RANGE:	3 yrs. - 8 yrs.
PUBLISHER:	Kimbo	FINE ARTS AREA:	Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Motor-Gross

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X		X					X	
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials		X							X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: This is a super tape/record of bean bag activities that are really appropriate for young children! Side A contains seven songs/acitivities that develop rhythm, coordination, listening skills, language and body part identification. The music is great, the instructions are simple and clear, and the teacher's manual is extremely helpful. Side B is instrumental only so that teachers may adapt the activities or develop their own. If needed, six of the seven activities may be done while seated.

Cross Reference to Lesson Plans
Pass The Bean Bag

MATERIALS EVALUATION

TITLE: Be a Frog, a Bird, or a Tree (LP, Posters, Guide)
COST: $13.95
AUTHOR: Rachel Carr
AGE RANGE: 3 Yrs. - 8+ Yrs.
PUBLISHER: Educational Activities, Inc. (Ordered from Linden Tree Children's Records & Books)
FINE ARTS AREA: Drama, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Gross
Social/Emotional
Communication - RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: This is a fantastic album which focuses on body awareness and motor control! A pleasing narration accompanies the music and gently directs the children to form their bodies into an animal, etc. Fourteen different exercises are presented (each with a poster to provide visual clues for the children); one relaxation band is included (to use at the end of each exercise session); and, a story about birds is available to use when the children have learned all the exercise positions. The exercises may be used in any order, so you may easily make them fit into whatever time period you have.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Big Bird Discovers The Orchestra (record)
COST: $5.98
AUTHOR:
AGE RANGE: 4 yrs. - 8+ yrs.
PUBLISHER: Ordered from Linden Tree Children's Records and Books
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication-RL
Cognition-P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X						X		
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X						X		
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability								X	
·Price						X			

Comments: This album is really just one long story about "Big Bird the Detective" - a maestro has "lost" his orchestra and Big Bird finds it, one piece at a time. As he "discovers" each instrument, a short song featuring that instrument is heard. There is no teacher's guide and so the only way to know the order in which the instruments are introduced is to listen to the album. The album cover has pictures of each instrument on it, but they are quite small. I feel this album/story really needs a large picture book to accompany it and to make it more interesting for young

Cross Reference to Lesson Plans

Comments: Continued

children. The album is not clearly sectioned off into individual bands, so even if you wanted to find a particular song to listen to or play instruments to, it would be difficult. Some of the songs are really nice, others are ridiculous, in my opinion.

MATERIALS EVALUATION

TITLE: Blunt Needles (set of 6)
COST: $ .99
AUTHOR:
AGE RANGE: 3+ yrs. - 8 yrs.
PUBLISHER: Resources for Children, Inc.
FINE ARTS AREA: Art

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS
Communication-RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: These are really durable "needles" just right for little hands. The "eye" is large enough for young children to actually learn to "thread" without becoming frustrated. I have provided a crocheted pin cushion for the children to use to place their needles after threading them--this has been a super fine motor/eye-hand coordination activity. We used regular sewing thread first, then added baby-fine yarn later. The "needles" can add interest and challenge to sewing card activities if you first tie one end of the yarn or thread to one of the holes in a sewing card and then instruct

Cross Reference to Lesson Plans

Blunt Needles (set of 6)

Comments: Continued

the children to thread their needle first and then "sew" in and out around the card. Another good activity utilizes these "needles" and yarn to sew designs onto styrofoam meat trays.

MATERIALS EVALUATION

TITLE: Carnival 200 Kit (make-up)

COST: $3.55

AUTHOR:

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: S & S Arts and Crafts

FINE ARTS AREA: Drama/Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Social/Emotional
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required									X
·Durability									X
·Price									X

Comments: This is a set of 8 non-toxic make-up crayons. They are easy to use and clean up with a tissue and cold cream or soap and water. I have used them during holiday periods to help the children "become" part of the holiday, such as Indians during Thanksgiving, goblins during Halloween, hearts on cheeks for Valentines, shamrocks for St. Patrick's, etc. The children are encouraged by the face make-up to tell about the colors, the design, the holiday, to each other, their parents, and other adults in the building. Towards the end of the year, the children even took turns putting make-up on each other.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Chubbi-Stumps (pkg. of 8 crayons)
COST: $1.50
AUTHOR:
AGE RANGE: 2 yrs. - 5 yrs.
PUBLISHER: Scola (ordered from Constructive Playthings)
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: These are short, fat crayons that are made to be "just the right shape and size for young fingers." They are very hard to break, and do not soften in hot little fingers (so there is no paper wrapping!). They can be used with either end or on the whole side. The colors are nice and bright. My class has particualrly enjoyed using them to make crayon rubbings - using leaves or templates (such as the farm animal templates which each have one raised and detailed side).

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Chubby Stump Brushes (pkg. of 12)

COST: $15.00

AUTHOR:

AGE RANGE: 3 yrs. - 8+.yrs.

PUBLISHER: Constructive Playthings

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor -Fine
Cognition - P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: These are excellent quality paintbrushes - just the right size for little hands! They work well at both the easel and the table.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Clap, Snap and Tap (cassette)
COST: $10.50
AUTHOR: Ambrose Brazelton
AGE RANGE: 4+ yrs. - 8+ yrs.
PUBLISHER: Kimbo
FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross/Fine
Cognition-P/TS
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: This is a fun set of recordings with movement activities that may be done in small congested areas (four of the five activities may be done while seated). Each of the activities/songs are thoroughly explained (and objectives given) in the teacher's guide, as well as being presented clearly on the recording. Side two contains complete instrumentals of the five songs so you may adapt the activities to your group's level or allow for creative movement of the children. Some of the activities move very fast.

Cross Reference to Lesson Plans

Clap, Snap and Tap (cassette)

Comments: Continued

and could be frustrating for young children unless the children receive a lot of instruction and practice prior to using the music. The sequencing skills required of the children are excellent. Some of the activities incorporate reversing the skill sequence, which I found too confusing for my class, so I simply stopped the tape and repeated the first part (or used the instrumental side and spoke my own directions).

MATERIALS EVALUATION

TITLE: Colored Chalk for Paperwork (12 sticks)
COST: $1.90
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Crayola (ordered from Constructive Playthings)
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability							X		
·Price								X	

Comments: These are brightly-colored sticks of chalk, similar in size to regular chalkboard chalk. The children really enjoy using this different medium - the appearance on paper is soft, and yet bright at the same time. The chalk did not break as the children drew with it, but they only used half-sized pieces since it came already broken in the box (we would have broken them in half for the children's use anyway).

Cross Reference to Lesson Plans
Rainbow

485

MATERIALS EVALUATION

TITLE: Colored Chalkboard Chalk (12 sticks)
COST: $ .53
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Crayola (ordered from Constructive Playthings)
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability								X	
·Price									X

Comments: This regular size chalk is fun for the children to use as they make pictures or do lessons on the chalkboard since they can choose from a variety of colors. The colors are not intense, but they are recognizable. We break the sticks in half before the children use them, and this seems to work quite well in cutting down on the breakage experienced by the children. The chalk seems to erase better than some other colored chalk we've tried. The children particularly enjoy using this chalk during the Workshop Way "Tracing" task - we have small, individual-sized chalkboards that the

Cross Reference to Lesson Plans

Colored Chalkboard Chalk (12 sticks)

Comments: Continued

children use along with a shape template and their choice of the colored chalk.

MATERIALS EVALUATION

TITLE: Colorful Nylon 6' Parachute

COST: $42.00

AUTHOR:

AGE RANGE: 3 yrs. - 8 yrs.

PUBLISHER: Kimbo

FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross Social/Emotional
Cognition-P/TS
Communication-RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X						X		
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: This is a super parachute! The separate panels are different colors and there are ten securely attached handles. It's a nice size for inside use, and also a size that's easily handled by young children--some classrooms could accommodate two of these at the same time. We have used as many as ten children (each holding one handle) at a time, but it can get crowded with that many excited children. The album Playtime Parachute Fun provides excellent activities for use with a parachute such as this.

Cross Reference to Lesson Plans
Parachute Powwow

MATERIALS EVALUATION

TITLE: Coordinated Classroom Activities Through Movement, Music, Art
AUTHOR: Georgiana Liccione
PUBLISHER: Kimbo (ordered from Kaplan)
COST: $10.95
AGE RANGE: 4 yrs. - 8+ yrs.
FINE ARTS AREA: Drama, Visual Arts, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross/Fine
Social/Emotional
Cognition-P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: This is an excellent album and teacher's guide! Four general themes are presented: colors, a circus, a roundup, a safari. Each theme has two corresponding musical selections on the album, and each musical selection has a set of suggested art, music, and movement activities in the teacher's guide (eight total sets of activities). All of the suggested activities are extremely creative and could easily be adapted for early childhood. The movement activities are especially enjoyable and for the most part do not require any adaptations. The music is super (one side is strictly instrumental) - my class really loved it!

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Crayerase

COST: $3.26

AUTHOR:

AGE RANGE: 2 yrs. - 6 yrs.

PUBLISHER: Canden, Co. (ordered from Constructive Playthings)

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

for adult use in a child-centered enviroment	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:		X	X						
·Small group use:		X	X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	
·Price								X	

Comments: The "crayerase" is designed to be used by an adult to remove crayon markings from surfaces such as walls, chairs, etc. It is an abrasive material that has been pressed into a chunky stick form (approximately 4" long). You rub it back and forth over crayon marks and they are erased (or lightened). We have used it to remove marks on plastic furniture and on the chalkboard. Occasionally the places which I rubbed became lighter than the surrounding area, but it still looked better to me then the crayon scribbles. The package does advise the consumer to test small surface areas first

Cross Reference to Lesson Plans

Crayerase

Comments: Continued

before using the "crayerase" extensively. Though this doesn't have any direct "teaching" value, I do feel it could be quite useful in preschool settings to keep the environment "scribble free".

MATERIALS EVALUATION

TITLE: Creative Templates: Farm Animals Set

COST: $9.50

AUTHOR:

AGE RANGE: 3+ yrs. - 8+ yrs.

PUBLISHER: Kaplan

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability								X	
·Price									X

Comments: This is a nice set of plastic templates, one side of which is smooth, while the other side provides detailed features of the animals. They are a good size for young children to handle (sizes range from 3" - 8"). For tracing, pencil must be used (crayons, chalk, etc. are to chunky to go up and down around legs, etc. of the animals). Animals included are the pig, turkey, rooster, fox, duck, dog, goat, horse, cow, sheep. Our class also enjoyed using these templates to make crayon rubbings--the detailed side is really great for this.
Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Dance - A - Story, Sing - A - Song (cassette)
COST: $8.95
AUTHOR: Anne Leif Barlin and Marcia Berman
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Learning Through Movement (ordered form Linden-Tree Children's Records and Books)
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Communication - RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X					X			
·Independent use:		X							
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation	X						X		
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	X
·Price								X	

Comments: Dance-A-Story, Sing-A-Song has the potential to be quite worthwhile; however, the cassette did not come with a teacher's guide (perhaps one would be provided with a record album), and I feel that one is absolutely necessary! Side one is a 10 minute story of "The Wooden Doll" in which the children are directed to move around the room with their bodies totally stiff, then the directions instruct the children to relax one body part at a time (example: one arm relaxes while the rest of the body continues to move stiffly, etc.); when all parts are relaxed, the children are instructed to lie down, close their

Cross Reference to Lesson Plans

Dance-A-Story, Sing-A-Song (cassette)

Comments: Continued

eyes and go to sleep (a beautiful lullaby song is sung several times in several languages). Side two is a collection of nine multi-cultural songs (utilizing several languages). The songs are great, but without a teaching guide they are not very practical. I feel certain a teacher's guide is available, it simply was not included in my order.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Dance/Movement Experiences (box of ideas)

COST: $9.95

AUTHOR: Joyhope Redfield-Christi, Ph.D.

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Educational Insights (ordered from Hammett)

FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Gross
Social/Emotional
Communication-RL

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X					X			
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This is a terrific set of 125 ideas for dance/movement activities for early childhood! The ideas are conveniently printed on cards, organized by topics, and stored in a small, file-type box. These ideas are fully developed lesson plans, ready for use; no special materials are needed. The lesson plans are designed to encourage children to learn (and feel the learning) with their whole body. Dance is used as the learning tool for cognitive development, and is of great value to early childhood learning, since movement is the child's universal basic language. Any teacher who wishes to explore movement, creativity, and self-concept with young children will find this box of ideas extremely valuable.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Dances For Little People (cassette)

COST: $9.95

AUTHOR:

AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: Kimbo

FINE ARTS AREA: Creative Movement/ Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Social/Emotional
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: One side of this tape contains six dances; the other side is entirely instrumental. Three or four of the songs are simple enough for young children. The other two or three songs may be adapted for young children. If you've ever wanted to teach your class some real dances, this is for you! The quality of the music is great.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Drive Around Town Play Mat
COST: $10.95
AUTHOR:
AGE RANGE: 2½ yrs. - 6+ yrs.
PUBLISHER: Toys To Grow On
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross/Fine
Cognition-P/TS
Communication-RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability								X	
·Price								X	

Comments: This is a large (approx. 4'x5') vinyl mat on which has been printed roads, signs, and buildings similar to a small community. The "Drive-Around-Town Play Mat" is great for self-selection time-children learn to play together, they spontaneously name the various buildings and signs, and they improve their eye-hand coordination by "driving" cars (not included with the Play Mat) along designated roads. This can also be the focal-point of a structured lesson-children can point to/name colors, buildings, signs; they can experience the concepts of near and far, on and off, here

Cross Reference to Lesson Plans

Drive Around Town Play Mat

Comments: Continued

and there; fast and slow, stop and go, forward and backward, and many others. They can visually follow a "car" driven by the teacher and then drive their own car along the same path to help develop visual memory and sequencing. Many other lessons can be designed using this fun play mat and tailored to the needs of your specific group.

MATERIALS EVALUATION

TITLE: Easel Clips (pkg. of 12-each 2¼")
COST: $2.30

AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Constructive Playthings
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required								X	
·Durability									X
·Price									X

Comments: These are extremely strong, metal clips that work much better than tape or clothespins in holding paper on an easel-the paper really stays in place! We also use them to hold the painted pictures on our drying rack. Allowing the children to manipulate the clips is quite good for fine motor development and also for understanding concepts such as on, off, top, bottom, side.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Feathers (red, yellow, blue)

COST: $1.20 per pkg.

AUTHOR:

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Ordered from Constructive Playthings

FINE ARTS AREA: Visual Arts/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required								X	
·Durability			X						
·Price									X

Comments: Feathers are interesting materials/consumables to have for a variety of uses. I choose colors that can actually be seen on birds, so that when we use the feathers we can talk about their origin. At Thanksgiving time our class always makes headbands with a real feather or two like the real Indians did. In the spring, we add real feathers to the flying birds we make (see lesson reference below). We also use them when we talk about soft and hard, light and heavy, and use them to demonstrate how leaves drift from the trees in autumn. A favorite feather activity is to dance with a feather in each hand to quiet, relaxing music.

Cross Reference to Lesson Plans

Flying Bird
Indian Headband
"Owl with Bottle Cap Eyes"

500

8A-11

MATERIALS EVALUATION

TITLE: Feeling' Free (record/cassette)

COST:

AUTHOR: Hap Palmer

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Educational Activities, Inc.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Social/Emotional
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required				X					
·Durability									X
·Price									X

Comments: This is a super album of movement activities for young children. Five different songs are on each side. The movements range from very active (i.e., jumping and falling down) to more controlled movements with slower, more sensitive melodies. A nice variety!

Cross Reference to Lesson Plans
It's Just Fun
Who Wants To Touch And Be Touched

EC/ESC/10/84

8A-11

MATERIALS EVALUATION

TITLE: Felt Beanies

AUTHOR:

PUBLISHER: S&S Arts & Crafts

COST: $12.35 for set of 25

AGE RANGE: 4+ yrs. - 8+ yrs.

FINE ARTS AREA: Drama, Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Fine
Cognition - P/TS
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	
·Price									X

Comments: This is a great craft-type kit that makes 25 felt beanies (cap-like hats). The beanies are made by sewing together six triangular-shaped pieces of colored felt using yarn. The holes in the felt are pre-punched. Plastic needles (not included) work great for sewing the yarn in and out the holes, but are not necessary if you put glue on the ends of the yarn and let it dry ahead of time. Many children in my class made their beanies totally on their own and were so proud of them! We did this towards the end of the year, so they had sewn many sewing cards prior to the beanies.
Cross Reference to Lesson Plans

EC/ESC/10/84
8A-11

Comments Continued:

After the beanies are made, small felt shapes are provided for the children to "decorate/personalize" their beanies with using glue. The beanies are great for dramatic play, field trips, school programs, etc!

MATERIALS EVALUATION

TITLE: Finger Cymbals (2 pair)

COST: $5.65

AUTHOR:

AGE RANGE: 3 yrs. - 8 + yrs.

PUBLISHER: Constructive Playthings

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	
·Price									X

Comments: These make a nice addition to any set of musical instruments. They have a lovely sound all their own. The children really enjoy using them - and I especially like the fact that they require the concentrated use of two hands with gentle, easy movements (as opposed to rough and aggressive). They provide terrific training for the awkward child or the class "bully".

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: 5" Solid Brass Cymbals
COST: $5.25
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Rhythm Band, Inc.
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability						X			
·Price						X			

Comments: Cymbals are a good addition to any set of musical instruments. They can by played, like rhythm sticks, to a good steady beat, require the coordination of two hands, and can be controlled to make loud and quiet sounds. Their sound makes them especially appealing to young children. I am disappointed in this particular pair of cymbals, however, the wooden handles are quite loose and therefore are unable to be controlled as they should be for a good sound.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Flutophone Carrying Bag
COST: $ .60
AUTHOR:
AGE RANGE:
PUBLISHER: Rhythm Band, Inc.
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: This is a nice, red fabric bag with drawstrings to close. We have one for each flutophone--both the bag and flutophone have numbers that we wrote on with a permanent marker, so that each child would always get the same one. Opening and closing the bag, naming its color, talking about its long, narrow size and taking the flutophone in and out are all good learning activities. The bags are worth the money.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Flutophone (musical instrument)

AUTHOR:

PUBLISHER: Rhythm Band, Inc.

COST: $1.50

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X						X		
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X							X	
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: Our class really enjoys playing these flutophones--we have one for each child and teacher (and we've numbered them with a permanent marker so that each person always gets the same one). The mouthpieces are easy to remove and clean, so the instrument may be assigned to a new child next year. My objectives in using flutophones with young children are: to encourage development of air flow control, to teach the beginning consonant and articulation sound "T," to develop understanding of the concept "high/low", and to improve fine motor control. We usually begin the flutophone sessions by first attempting

Cross Reference to Lesson Plans

Flutophone (musical instrument)

Comments: Continued

to place each finger over the correct hole, then "practicing" blowing and using the tongue to begin each sound with "too", they also try to blow high and low sounds in imitation of me. Finally, I turn on some happy music and everyone plays their instruments in accompaniment. These are really fun!

MATERIALS EVALUATION

TITLE: Follow the Clouds (record)

AUTHOR:

PUBLISHER: Ordered from Constructive Playthings

COST: $8.95

AGE RANGE: 2 yrs. - 8+ yrs.

FINE ARTS AREA: Music/Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Social/Emotional
Communication-RL
Cognition-P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required									X
·Durability									X
·Price									X

Comments: This album contains beautiful listening music with a pleasant, soothing voice narrating thoughts for meditation/relaxation. We use it at rest time a lot and my class loves it. We also use it periodically for the children to draw to - I turn most of the lights off, give each child a large sheet of paper (at least 18" x 24") and some markers or crayons, and invite them to draw whatever they feel by listening to the music; our only rule is "no talking", they may sit at a table or stretch out

Cross Reference to Lesson Plans

Follow the Clouds (record) (Continued)

on the floor. My class has asked to do this over and over again - they'll draw for 30 minutes (the apporoximate time it takes to play both sides) and everyone ends up feeling very relaxed and peaceful. It's great!

MATERIALS EVALUATION

TITLE: Get A Good START: Aerobic Fitness Activities for Young Children (cassette)
COST: $10.50
AUTHOR: Georgiana Stewart
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Kimbo
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross Social/Emotional
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit			X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: This is a super fitness program designed for preschool use-the music is great, the instructions are clear, and the activities are really easy enough for very young children. The teacher's manual is very good, as it lists hints for the teacher and gives special techniques for preschoolers and children with developmental problems. There are eight fitness songs on Side A, the lyrics of which tell the children what to do. Side B contains eight different songs (all instrumental) that are familiar acitivity

Cross Reference to Lesson Plans

Bendable And Stretchable

Get A Good START: Aerobic Fitness Activities for Young Children (cassette)

Comments: Continued

songs (example: "Paw Paw Patch" and "Go Round and Round The Village") which may be used by the teacher with the traditional lyrics (included in the manual) or any other way the teacher desires. The author recommends using all of Side A at the same time for a complete fitness program that includes warm-up, flexibility, strength, coordination, endurance, and cool-down exercises. I feel that any of the activities could be used alone to help develop whatever particular skill you're working on.

MATERIALS EVALUATION

TITLE: Goldilocks (script and cassette)
COST: $14.95
AUTHOR:
AGE RANGE: 3+ yrs. - 8+ yrs.
PUBLISHER: Nancy Renfro Studios
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition - P/TS
Communication - RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X						X		
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This is a fantastic cassette with super sound effects! One side contains a condensed version of the story, the other side is a long version. The teacher's guide gives suggestions for storytelling, playacting, and play production. Instructions are also included for making puppets, props and scenery. My class always enjoys simply listening to the story - it really comes to life! Other fun things we have done include "acting out" the story with the cassette (four children participate at a time), using it at the listening center, and of course using puppets. It's super!
Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Gummed Shapes (pkg. of ____)

COST: $12.95

AUTHOR:

AGE RANGE: 2 yrs. - 8+ yrs.

PUBLISHER: Constructive

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required				X					
·Durability									X
·Price									X

Comments: This is a large package of a variety of little precut, lick-and-stick shapes in all colors. Some are flower shapes; others are geometric shapes. They are great for collages, for decorating Christmas trees, for spring pictures, and for highly motivating color and/or shape-sorting games. Excellent for tongue-control activities also.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Hand Castanets

AUTHOR:

PUBLISHER: Ordered from Constructive Playthings

COST: $ .90 each

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS
Communication-RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: The children really love to use these - we call them "crickets". We have one for each child in the group (though that is not absolutely necessary). These are terrific for fine motor development. I have them use different fingers while playing and also alternate hands. They sound super when used with music that has a strong, steady beat. I reinforce "position concepts" by asking them to play them up high, low, behind them, beside them, in front of them, etc.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Hello Rhythm (cassette)
COST: $8.95
AUTHOR: Jackie Weissman
AGE RANGE: 2 yrs. - 7 yrs.
PUBLISHER: Miss Jackie
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Social/Emotional
Cognition-P/TS
Motor-Gross

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation		X	X						
·Self-contained kit			X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: There are nine songs on this tape (these songs are printed with words and music in her book Hello Rhythm; it also explains how to teach the songs). The songs are all good songs! They deal mostly with body awareness and self-concept. Miss Jackie sings the songs in a pleasant "teacher-type" voice and uses a very simple piano/guitar accompaniment. She actually "teaches" the children the songs (so you do not have to have the book, except that it is really good in it's own right). This is a teriffic set of songs.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Indian Tom Tom (drum)

AUTHOR:

PUBLISHER: Peripole, Inc.

COST: $8.50

AGE RANGE: 2 yrs. - 8+ yrs.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X							X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This drum resembles an Indian tom-tom and has a nice special sound because of the stretched rubber head. Even the beater looks "authentic." The children really enjoy using this drum during "musical instrument" time, and I have enjoyed using it for rhythm activities.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE:	Instant Papier Mache (5 lbs.)	COST:	$16.95
AUTHOR:		AGE RANGE:	3 yrs. - 8+ yrs.
PUBLISHER:	ordered from Constructive Playthings	FINE ARTS AREA:	Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communincatio-RL/EL
Motor-Fine
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements								X	
·SPH-limited physical response required						X			
·Durability									X
·Price								X	

Comments: This is great papier mache-it mixes quickly and simply with water, and a little bit goes a long way! The texture is similar to that of thick oatmeal-the children really enjoy the unique tactile experience. Objects, animals, etc., can be formed with the paper mache using it alone or over a base (i.e., L'eggs container, small plastic bottles, etc.). It does not shrink as it dries, and therefore will not crack like various clays. It takes several days to harden completely, and you can even add additional papier mache onto the dried piece making it great for young children who

Cross Reference to Lesson Plans

Instant Papier Mache (5 lbs.)

Comments: Continued

need to work in small steps/stages (i.e., one day the body, one day the head, etc.) I have used this as an activity during each of the different "animal units" - the children made forest animals, dinosaurs, zoo animals, etc. They've really learned the animals' names!

MATERIALS EVALUATION

TITLE: Kazoos (pkg. of 6)
COST: $8.95
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Constructive Playthings
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: These are really super--we have one for each child and teacher (and we've numbered them with a permanent marker, so that each person always gets the same one). To play a kazoo, you have to be able to hum (this is very different from blowing). The sound is so different that the children are very motivated to learn how to control their air flow. My class has learned how to make low and high sounds and how to do various rhythm patterns. It's especially fun to play the kazoos to a favorite recorded song to which the children already know the tune.

Cross Reference to Lesson Plans

Eensy Weensy Spider

MATERIALS EVALUATION

TITLE: Learning Basic Skills Through Music-Vol. (cassette)

COST: $10.50

AUTHOR: Hap Palmer

AGE RANGE: 4+ yrs. - 8+ yrs.

PUBLISHER: Kimbo

FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Motor-Gross

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price								X	

Comments: There are ten different songs/activities on this tape. My class particularly enjoyed "Walking Thru The Jungle" (the children pretend to be a different animal during each of the five verses) and "What I Did Today" (the children pantomine eight different outside play activities, which are added one per verse until eight are being sequenced). Many of the other songs have to do with beginning sounds, addition and subtraction, and/or other too high-level concepts for my class.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Learning Basic Skills Through Music-Vol. II (record/cassette)
COST:
AUTHOR: Hap Palmer
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Educational Activities, Inc.
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: This album provides some fun, musical lessons in a variety of areas including colors, shapes, numbers, beginning sounds, telling time, and body position in space. There are five different songs on each side. My class really enjoys the different activities.

Cross Reference to Lesson Plans
Paper Clocks

EC/ESC/10/84

8A-11

MATERIALS EVALUATION

TITLE: Learning With Circles and Sticks (cassette)
COST: $10.50
AUTHOR: Hap Palmer
AGE RANGE: 4+ yrs - 8+ yrs.
PUBLISHER: Kimbo
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X						X		
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation	X						X		
·Self-contained kit		X	X						
·Requires other materials	X						X		
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price								X	

Comments: There are five different songs/activities on each side. Most of the activities require each child to have a three-foot dowel stick, and some require the use of several hoops or circles. I found most of the activities a little too difficult for my class until I made my own adaptations. You need a lot of floor space for most of these. I like other Hap Palmer albums better than this one.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Little Red Riding Hood (script and cassette)
COST: $14.95
AUTHOR:
AGE RANGE: 3+ yrs. - 8+ yrs.
PUBLISHER: Nancy Renfro Studios
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition - P/TS
Communication - RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X						X		
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This is a great cassette with terrific sound effects. One side contains a condensed version of the story and uses 4 characters; the other side is a long version and uses 6 characters. The teacher's guide gives suggestions for storytelling, play-acting and play production. Instructions are also included for making puppets, props and scenery. Just listening to the story is an exciting experience for the children; however, additional activities include "acting out" the story using the cassette, using it at the listening center and of course using puppets. It's really fantastic!
Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Little Thinker Tape: Animals (cassette)
COST: $5.90
AUTHOR:
AGE RANGE: 4 yrs. - 8+ yrs.
PUBLISHER: ordered from S&S Arts and Crafts
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication -RL/EL
Motor - Fine
Cognition - P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price								X	

Comments: This tape is a narration of a jungle safari. As various animals are "seen" and "heard", the tape instructs the children to color a picture of the animal. Music (instrumental) is played while the coloring is supposedly taking place (adequate time is allowed for coloring). The safari then resumes and the process is repeated as other animals are "seen" and "heard" (the sounds are quite realistic). The safari continues from one side of the tape to the other, the entire "trip" consuming approximately 60 minutes (the "trip" could be divided into two or more smaller time periods if necessary).

Cross Reference to Lesson Plans

Little Thinker Tape: Animals (cassette)

Comments: Continued

Instead of coloring, the children could select the picture of the animal that was described and "heard" from a group of several others.

MATERIALS EVALUATION

TITLE: Little Thinker Tape: Dinosaurs (cassette sketchbook crayons)
COST: $7.95
AUTHOR:
AGE RANGE: 4 yrs. - 8+ yrs.
PUBLISHER: ordered from Linden Tree Children's Records and Books
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication - RL/EL
Motor - Fine
Cognition - P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price								X	

Comments: This tape is a narration of a journey back to prehistoric times via a time machine. Various scenes (i.e. a volcanic eruption, dinosaur confrontations, etc.) are described and accompanied by realistic sounds as the time travelers explore the area. Periodically the tape instructs the children to color a picture of the scene or dinosaur that was just described. Instrumental music is played while the coloring is supposedly taking place (adequate time is allowed for coloring). Several of these "coloring stops" are included throughout the journey which continues from one side of the

Cross Reference to Lesson Plans

Little Thinker Tape: Dinosaurs (cassette sketchbook crayons)

Comments: Continued

tape to the other. Though the entire journey takes approximately 60 minutes, it could easily be divided into two or more separate parts. The sketchbook is simply a small book of blank newsprint.

MATERIALS EVALUATION

TITLE: Little Thinker Tape: Outer Space (cassette)

COST: $5.90

AUTHOR:

AGE RANGE: 6+ yrs. - 8+ yrs.

PUBLISHER: ordered from S&S Arts and Crafts

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price								X	

Comments: This tape is a narration of a trip in a rocket ship to outer space. The listener is asked to visualize meteors, craters, satellites, scientists, etc., and then to draw them on his paper at specific times during the story while instrumental music is being played. Perhaps older children would enjoy listening to this tape, but I feel that the concepts involved are too complicated for young children. The story utilizes both sides of the tape & lasts approximately one hour.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Lummi Sticks (12 pair)
AUTHOR:
PUBLISHER: Constructive Playthings

COST: * came in a kit with a record & teacher's guide for $19.95
AGE RANGE: 3 yrs. - 8+ yrs.
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X						X		
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: These are really nice foot-long sticks-they are completely smooth and come in 4 solid colors (red, yellow, blue, green). They make a very pleasant "wooden" sound when struck together. Each time we use them, I have the children name the color(s) of the sticks they select (and also tell me words that rhyme with lummi-yummy, tummy, etc). Our class particularly enjoys playing their sticks to the "Simplified Lummi Stick Activities" album.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Marbley

AUTHOR:

PUBLISHER: ordered from Constructive Playthings

COST: $4.95 (box)

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Communication - RL/EL
Cognition - P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: This is a nice gray clay that can be modeled into shapes and/or objects, such as vases, by the children. It is not sticky, instead it is smooth with a rather powdery texture. Objects can be created and then left to dry so as to become permanent. The table and the children's hands do become dirty with a powdery coating, but are easily cleaned in water. The children love it!

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Masking Tape (3/4" width)

COST: $1.60

AUTHOR:

AGE RANGE: 2 yrs. - 8+ yrs.

PUBLISHER: ordered from Constructive Playthings

FINE ARTS AREA: Visual Arts/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Social/Emotional
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price								X	

Comments: We use a lot of masking tape in our class--creating art projects, mending papers, and hanging pictures in the hall. This was a good roll of masking - just enough "stick" to hold up the pictures. You do have to watch cheaper brands because they are often too sticky and gummy or they're too dry to hold up anything.

Cross Reference to Lesson Plans
Body Part Stick-Up

MATERIALS EVALUATION

TITLE: Math Readiness (record/cassette)
AUTHOR: Hap Palmer
PUBLISHER: Educational Activities, Inc.

COST:
AGE RANGE: 3 yrs. - 8+ yrs.
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X					X			
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X						X		
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X						X		
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: Great! Each side has five different math-related songs on it. Many are quite appropriate for our Early Childhood children. Some require just singing, others the children hold up a certain number of fingers, some are for clapping and still others invite the children to move about the room to hunt for a certain shape or numeral. My class really enjoys these activities!

Cross Reference to Lesson Plans
Just Like Yours

EC/ESC/10/84

8A-11

MATERIALS EVALUATION

TITLE: Meet The Masters Art Library
COST: $14.95 (set of 3 books
AUTHOR: Ernest Raboff
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Doubleday and Co., Inc. (ordered from Toys To Grow On)
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL
Motor-Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X						X		
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability								X	
·Price									X

Comments: This excellent set of three, 8½" x 11", soft-back books, each presents one famous artist and approximately fifteen full-color paintings. The books are designed to stimulate and interest children ages 5-12, as they are easy-to-read. I found that my class (which includes children under five) was quite fascinated with the paintings, and listened attentively as I read the lively, imaginative descriptions of various paintings. This is a super way to introduce young children to great art!

Cross Reference to Lesson Plans

Meet The Masters Art Library

Comments: Continued

The descriptions really seem to draw the child (and adult) into the picture and often ask questions that make the painting more personal. The artists in this set are Paul Klee, Marc Chagall, and Pablo Picasso; there are at least twelve other artists/books in this "Art For Children" series. By presenting paintings such as these, I have found many children "relieved" to learn that art doesn't have to be perfectly realistic to have value and meaning, and these children are often "inspired" to begin creating on their own.

MATERIALS EVALUATION

TITLE: Musical Math: Beginning Concepts (record)
COST: $9.98
AUTHOR: Ruth White/David White
AGE RANGE: 4 yrs. - 8+ yrs.
PUBLISHER: Tom Thumb Music (ordered from Linden Tree Children's Records and Books)
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-TS
Communication-RL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X						X		
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X					X			
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	
·Price								X	

Comments: This album contains 6 lively songs on each side, each about a basic math concept with words that direct the group to do the action. Out of the 12 songs, there are 4 that I consider appropriate for Early Childhood - and these 4 are very good! They cover concepts such as counting, recognizing numbers from 0-10, and recognizing the order of numbers from 1-10. The other 8 songs cover counting by 2's, by 5's, and by 10's, simple addition and subtraction, odd and even numbers, etc. A 14-page activity workbook is included, but most of the pages are too difficult for the

Cross Reference to Lesson Plans

Musical Math: Beginning Concepts (record)

Comments: Continued

3-5 age group. The teacher's guide is the back of the record album - an objective and short description of each activity/song are included.

MATERIALS EVALUATION

TITLE: My Teddy Bear and Me

COST: $9.95

AUTHOR: Georgiana Stewart

AGE RANGE: Birth - 5 yrs.

PUBLISHER: Kimbo

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Social/Emotional
Cognition-P/TS
Communication-RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation	X								X
·Self-contained kit			X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: These are 17 adorable songs that are all about teddy bears (or substitute other stuffed animals). The teacher's guide gives good suggestions for activities for infants and toddlers. The songs promote body awareness, self-concept, and warm, loving feelings. Some are familiar songs (example: "Me and My Teddy Bear"); others are familiar tunes (example: "Whee! There Goes Teddy" sung to "Pop Goes The Weasel"). We especially enjoy the songs in the fall during our "Teddy Bear Unit", which I ask the children to bring their teddy bear from home--this helps to make the transition from home to school go more smoothly.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: No More Feeling Yucky (record)
COST: $10.50

AUTHOR:
AGE RANGE: 5+ yrs. - 8+ yrs.

PUBLISHER: Institute of Living Skills (ordered from Front Row Experience) 408 Live Oak Park Rd. Fallbrook, CA 92028
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Social/Emotional
Communication-RL/EL
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X						X		
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X							X	
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: The purpose of this album is to equip children with the knowledge and skills they need to take care of themselves - one side of the album deals with physical needs, the other side deals with emotional needs. The album jacket is a 16 page book (teacher's guide) with activities and stories to accompany the record. This really is a good album with well thought-out activities; however, they all seem to be geared to children in the elementary grades, and not for early childhood.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Nontarnish Glitter (red, green, silver, and gold)
COST: $ .99 each for 3/4 oz.
AUTHOR:
AGE RANGE:
PUBLISHER: ordered form Resources for Children
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Communication-RL/EL
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability			X						
·Price									X

Comments: Glitter is a fun material/consumable for children. Many concepts and new words may be taught such as: glitter, sparkle, twinkle, rough and smooth. Of course it's very appropriate during the Christmas season, and it gives the children a special feeling of importance on their birthday when their name on their "birthday crown" has been done in glitter.

Cross Reference to Lesson Plans
Twinkle, Twinkle Sizes

MATERIALS EVALUATION

TITLE: No-Spill Paint Center
COST: $10.95
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Constructive Playthings
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements								X	
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: This is a unique painting center that is designed to avoid many common problems associated with young children and paint. There are six separate containers, each with two snap-on lids. The first lid is designed with a small hole in the middle where the brush is to go; as the child pulls out the brush, most of the excess paint is automatically wiped off. The second lid is solid, and snaps directly over the first lid to an air-tight container in which the paint may be stored. All six containers fit into one long paint tray which keeps them from toppling over as a child paints. I have really

Cross Reference to Lesson Plans

No-Spill Paint Center

Comments: Continued

found this to be a convenient way to present painting on a regular basis. One or two children paint at a time, either sitting or standing by a table. We use the "chubby stump brushes", and they're just the right size. If two children paint at the same time, the only "problem" we've had is one child sticking his brush into the wrong container.

MATERIALS EVALUATION

TITLE: Paint Drying Rack
COST: $17.50
AUTHOR:
AGE RANGE:
PUBLISHER: Constructive Playthings
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Self-Help
Social/Emotional
Motor-Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements								X	
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: This is a light-weight metal folding rack with plastic type cords strung back and forth like a clothesline. We place an old plastic tablecloth on the floor (newspaper would do) and then set up this drying rack to hold the children's paintings. You need some easel clips (or clothespins) to hold the paintings. It is quite nice to have so that wet paintings aren't lying around all over the floor or tables (exception: fingerpaint paper curls up very badly when hung). This drying rack can also be used

Cross Reference to Lesson Plans

Paint Drying Rack

Comments: Continued:

by the children to practice "hanging clothes out to dry" (doll clothes, play clothes, etc.)

MATERIALS EVALUATION

TITLE: Piano Pipes
COST: $9.95
AUTHOR:
AGE RANGE: 3+ yrs. - 8 yrs.
PUBLISHER: Rhythm Band, Inc.
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X						X		
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X						X		
·Self-contained kit	X		X						
·Requires other materials		X							
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability								X	
·Price								X	

Comments: This instrument resembles both a piano (it has a small keyboard--8 notes) and a xylophone (behind the keyboard is an 8-note xylophone). It may be played using fingers to strike the keyboard or using a mallet (which is included) to strike the xylophone area. The xylophone is color-coded, and a color-coded strip is also just above the keyboard. A small color-coded song book is included. The children enjoy "playing" the keyboard, but the sound of this instrument is not as pleasing as that of most xylophones. Also, I do not see as much "teaching potential" with
Cross Reference to Lesson Plans

Piano Pipes

Comments: Continued

the instrument as opposed to that of the xylopipes.

MATERIALS EVALUATION

TITLE: Plastic Maracas

AUTHOR:

PUBLISHER: Peripole, Inc.

COST: $1.95 pair

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Gross
Cognition - P
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X							X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability								X	
·Price									X

Comments: This is a very nice pair of maracas at an extremely good price! They are molded out of a sturdy plastic - all one piece (the handle and the shaker part will not separate or become loose). Maracas are great for encouraging children to use both of their hands in movements together or alternatingly. I wish we had a pair for each student!

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Playsink
COST: $43.00
AUTHOR:
AGE RANGE:
PUBLISHER: Constructive Playthings
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Self-Help
Social/Emotional
Cognition-P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements								X	
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: My class is really enjoying this sink for waterplay activities--they "wash" dishes and float small items in it. They also enjoy using the pump to make the water come into the sink and then pulling the plug to let the water out. If you would like to have waterplay in your class for one or two children (we only allow one at a time) to use, and you have never had the space--then this is for you!
I did not find it appropriate or satisfactory for washing hands, brushing teeth, or even filling up small margarine tubs with water for painting (you can't get the containers

Cross Reference to Lesson Plans

Playsink

Comments: Continued

under the pump to fill them up). When you pull the plug, the "dirty" water goes back inside and mixes with the "clean" water. Also note, if you don't have a large, deep sink or tub somewhere in your building (or an outside faucet), it will probably be very difficult, if not impossible, to put the water inside the sink (you have to turn it on it's side) in the first place.

MATERIALS EVALUATION

TITLE: Playtime Parachute Fun For Early Childhood (cassette)
AUTHOR: Georgiana Liccione Stewart
PUBLISHER: Kimbo

COST: $10.50
AGE RANGE: 3 yrs. - 8 Yrs.
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork	X						X		
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X						X		
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: Fantastic! This provides excellent activities for use with a parachute (we used the 6' size and did the activities indoors) by young, preschool children. The music is great and the directions on the recording are clear and simple. The teacher's guide provides pictures and instructions that are very helpful. My class loves these songs and the parachute!

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Playways Double Easel

COST: $109.50

AUTHOR:

AGE RANGE: 2 yrs - 8 + yrs.

PUBLISHER: Playways

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Fine
Cognition - P
Communication - EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements							X		
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This is really a fantastic painting easel. Both the painting surface and the tray that holds the paint are easily adjusted to the correct height - it fits our preschoolers beautifully. The painting surfaces are clean plexiglass so the children can paint directly on them watching across from each other (if you wish), and they are also great for peel-and-stick activities. A plastic dishpan is attached under the center supporting board as a drawer for storage. A peg on both the top corners holds paint smocks. The easel does come unassembled, but the directions are very easy to

Cross Reference to Lesson Plans

Playways Double Easel

Comments: Continued

follow - it took three of us less than 30 minutes to put it together. This is by far the best easel I have seen. You do need to provide the paint containers and the clips to hold on the paper.

MATERIALS EVALUATION

TITLE: Preschool Science Set: Dinosaurs/Reptiles and Amphibians (from the "Come With Me" Science Series)

COST: $10.00

AUTHOR:

AGE RANGE: 3 yrs. - 6+ yrs.

PUBLISHER: S & S Publishing Co.

FINE ARTS AREA: Music, Visual Arts, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Motor-Gross/Fine
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability								X	
·Price									X

Comments: This is a super set of materials and information at a terrific price! The set includes a cassette tape with 10 cute songs, 10 large teaching pictures, basic facts of the 10 animals, two games that reinforce location words, and a teacher's guide with art projects, rhythm activities, suggestions for using the pictures, and directions for creative movement. We also purchased a dinosaur hand puppet for $3.98 and a dinosaur stamp (to be used with a stamp pad) for $3.75-these are both very nice. Two other Preschool science sets are offered by this company: Sea Animals/Mamals Of

Cross Reference to Lesson Plans

Preschool Science Set: Dinosaurs/Reptiles and Amphibians (from the "Come With Me" Science Series)

Comments: Continued

The Woods and Insects/Birds.

MATERIALS EVALUATION

TITLE: Pressboard Desk Stand

COST: 35¢ each

AUTHOR:

AGE RANGE: 3+ yrs. - 8+ yrs.

PUBLISHER: Ordered from Rhythm Band, Inc.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognition-P/TS
Communication-RL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements								X	
·SPH-limited physical response required						X			
·Durability								X	
·Price								X	

Comments: This is a nice, small (approximately 8" by 10"), cardboard easel - just right for individual use on a table, desk, or on the floor. It's original use was to be to hold a sheet of music - which it does quite nicely. We also found them (we bought one per child) to be great for holding DLM pattern cards for colored inch cubes, beads, and parquetry designs! Also, for children learning to copy their names, words, shapes, etc., it is terrific! The pattern cards etc., can be clothespinned or paperclipped onto the easel

Cross Reference to Lesson Plans

Comments Continued:

if they are too small to sit on the holders. The easels fold flat for convenient storage.

MATERIALS EVALUATION

TITLE: Puppet Mitt and Characters (Old McDonald and Dinosaurs)

AUTHOR:

PUBLISHER: Ordered from Early Childhood Bookhouse

COST: \$5.95 (mitt); \$6.00 (per set of 5 characters for mitt)

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Social/Emotional
Communication-RL/EL
Motor-Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit		X	X			—			
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability							X		
·Price								X	

Comments: This is a big, thick, furry glove that may be easily worn over either hand. Each finger of the glove has a small piece of velcro on the tip. The various sets of characters that may be ordered, each have a small piece of velcro on them for the purpose of attaching them to the "mitt" (or glove). Most of the children in my class were able to put the mitt on their own hand and attach the characters without assistance. They really enjoy wiggling their fingers to make the different characters move. The Old McDonald characters are fairly cute and recognizable;

Cross Reference to Lesson Plans

Puppet Mitt and Characters (Old McDonald and Dinosaurs)

Comments: Continued

the children sing the song independently while using them. The Dinosaur characters are not recognizable, and thus were a disappointment. Since most of the characters are made out of large pom-poms, with felt features, I feel they may be slightly over-priced and also lack in durability for young children. Teachers themselves could probably make their own characters and thus have more for the children to choose from for a lot less money.

MATERIALS EVALUATION

TITLE:	Rhythm Band for Little People	COST:	$22.95
AUTHOR:	Joan Winter, B.S.	AGE RANGE:	4 yrs. - 8+ yrs.
PUBLISHER:	Kimbo	FINE ARTS AREA:	Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine/Gross
Communication-RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X							X	
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: This is an excellent program using rhythm instruments to develop visual and auditory perception. Included in the program is a very well-written teacher's manual (even teacher with no musical background should be able to enjoy and follow the precisely written lessons). Also, a set of charts is included which the children use by "reading" the instrument symbols on the charts and playing those instruments simultaneously with recorded music (also included). By using the section of the teacher's manual called "The Aims Of The Program", you can quickly and easily write appropriate behavioral objectives for the lessons.

Cross Reference to Lesson Plans

N/A - The program contains it's own lesson plans.

MATERIALS EVALUATION

TITLE: Safe - T - Snips
COST: $4.95
AUTHOR:
AGE RANGE: 2+ yrs. - 6 yrs.
PUBLISHER: Playways
FINE ARTS AREA: Art

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:		X	X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit			X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability								X	
·Price							X		

Comments: This is a special spring-action type of scissors that are designed to cut any type of material, and yet be safe for children. There are no finger holes to confuse a child, as these are held in the same manner as a hole-punch. I orginally felt that these could help to strengthen a child's grip and also allow the beginning "cutter" to be successful. Unfortunately, these do not work as smoothly and easily as they say; the blades often stick together which breaks the child's rhythm of learning to close and open scissors. Perhaps oiling the blades would help, I just feel they

Cross Reference to Lesson Plans

Safe - T - Snips

Comments: Continued

should have come "ready for use" from the factory. We ordered two pair, and both are bad (though one is worse than the other).

MATERIALS EVALUATION

TITLE:	Scented Markers (wide-tipped)	COST:	$7.50 pkg. of 12
AUTHOR:		AGE RANGE:	3 yrs. - 8+ yrs.
PUBLISHER:	ordered from Constructive Playthings	FINE ARTS AREA:	Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition - P/TS
Motor - F
Communication - RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability								X	
·Price								X	

Comments: Scented markers are wonderful for young children as they invite the children to use their senses of smell and sight together. Many children in my class have been aided in learning to identify colors through this pairing of sight and smell. For example, they find it easier to locate "lemon yellow" than simply "yellow." These markers have been a fun and highly motivating teaching tool in our classroom.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Sea Gulls - Music For Rest and Relaxation (cassette)
COST: $9.95
AUTHOR: Hap Palmer
AGE RANGE: 2 yrs. - 6+ yrs.
PUBLISHER: Educational Activities, Inc. (ordered from Constructive Playthings)
FINE ARTS AREA: Music
EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required									X
·Durability									X
·Price									X

Comments: Beautiful music! And, it's also very relaxing. Both sides are totally instrumental - perfect for rest time or painting time or quiet pretending time. Our class has enjoyed holding a feather and moving creatively to the music. Note: if you order the cassette you get no teaching guide, but if you order the record, suggestions for use are included on the back of the album.

Cross Reference to Lesson Plans

EC/ESC/10/84

MATERIALS EVALUATION

TITLE: Set of Three Puppet Bracelets

COST: $10.95

AUTHOR:

AGE RANGE: 2 yrs. - 8+ yrs.

PUBLISHER: Nancy Renfro Studios

FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication - RL/EL
Cognition - P/TS
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required									X
·Durability								X	
·Price								X	

Comments: These cute puppet bracelets are designed to be used by any type of child, regardless of handicapping condition! They are basically made of felt and are worn around a child's wrist. Applications for language development and peer interaction are numerous. Because the puppet is worn on the wrist, the child can concentrate on communicating with the puppet, rather than worrying about how to manipulate it with fine motor skills that he does not have. This set of puppets includes a butterfly, a bluebird and a flower.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Set of 12 Paint Containers

AUTHOR:

PUBLISHER: Playways

COST: $12.00

AGE RANGE: 4 yrs. - 8+ yrs.

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine Cognition-P	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X					X			
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements								X	
·SPH-limited physical response required					X				
·Durability								X	
·Price							X		

Comments: These are square, plastic containers that stand 6" high. They come in either clear or solid bright colors. I like the fact that they have lids which tends to help keep the paint from getting dry. Negatively speaking, being square does not keep them from tipping over in the ledge of the painting easel (we had to brace them with rolled up newspaper), and being 6" tall causes paint to get on the upper part of the brush handle as it rests against the top edge of the

Cross Reference to Lesson Plans

Set of 12 Paint Containers

Comments: Continued:

container (which has previously been used to wipe off the extra paint from the brush before painting).

MATERIALS EVALUATION

TITLE: Simplified Lummi Stick Activities (record & manual)
COST: * $19.95 (this is the price for the kit which includes 12 pairs of lummi sticks)
AUTHOR: Laura Johnson, B.S.
AGE RANGE: 3 yrs. - 8 yrs.
PUBLISHER: Kimbo (ordered from Constructive Playthings)
FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine/Gross
Cognition-P/TS
Communication-RL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork		X	X						
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required			X	X					
·Durability									X
·Price									X

Comments: This really is what it says-activities for lummi sticks that are simple enough for most preschool children. (Note: lummi sticks are foot-long wooden sticks; rhythm sticks or ½" diameter dowel rods cut into thirds could be used instead). There are seven songs (one side is completely instrumental for children to use independently to create their own lummi stick activities), each of which is a happy familiar tune (example: The Wizard of Oz, Sesame Street, Hi Ho Medley from

Cross Reference to Lesson Plans

Simplified Lummi Stick Activities (record & manual)

Comments: Continued:

Snow White, etc.) that includes clear, simple directions for the children to listen and follow. Our class has loved this! The teacher's guide is great, too!

MATERIALS EVALUATION

TITLE: Sing A Song Of Sounds (cassette)
COST: $12.95
AUTHOR: Michael Gallina
AGE RANGE: 3 yrs. - 8 yrs.
PUBLISHER: Kimbo
FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Motor-Gross

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This is a terrific album aimed at developing auditory perception through songs, sound games and motor activities. The teacher's guide presents the lyrics of each song with directions for both the primary activity and additional related activities. It also states the skills that are utilized during each song-these will be helpful in writing behavioral objectives. Four duplicating masters are included to be used with particular songs to assess auditory memory, visual-auditory association, and auditory discrimination skills-they're great!

Cross Reference to Lesson Plans
Sound Dance

MATERIALS EVALUATION

TITLE:	Sittercise (cassette)	COST:	$10.50
AUTHOR:	Billy Gober, Ed.D.	AGE RANGE:	4 yrs. - 8+ yrs.
PUBLISHER:	Kimbo	FINE ARTS AREA:	Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required								X	
·Durability									X
·Price									X

Comments: This is a unique set of 12 exercises that may be used together as one fitness program or individually. Each of the activities requires the use of a chair for every participant-many of the activities are suitable for wheelchair participants (with no or only minimal adaptations). The teacher's manual includes clear diagrams for each exercise, and also some helpful suggestions.

Cross Reference to Lesson Plans
Popcorn Numerals

MATERIALS EVALUATION

TITLE: Songs I Can Play - Preschool Kit*
COST: $129.75
AUTHOR: Peg Hoenack
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Music For Young People
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X					X			
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price								X	

Comments: *Kit includes: classroom charts, resonator bells in puzzle box, stepframe. scale-song poster set, child's book, 8-note xylophone, numeral strips, piano set and idea book. The idea book is the book of lesson plans and the key to using this entire program, which I feel has the potential of being outstanding--unfortunately, they never sent me this idea book (or teacher's book/guide)! Instead, I received a little "how-to" pamphlet and a note that the idea book was being reprinted and would be shipped soon (that was in October, and the book still had not arrived as of April).

Cross Reference to Lesson Plans

Songs I Can Play - Preschool Kit*

Comments: Continued

These are very good materials, but a teacher's guide is essential to making the most of them. In March, I ordered from Peripole The Songs I Can Play, Book 1 for Beginners (Teacher's Book) and I feel that using it with these materials will enable me to set up a valuable music learning time next year.

MATERIALS EVALUATION

TITLE: Stamp - A - Thing (farm animal stamps)
COST: $8.95
AUTHOR:
AGE RANGE: 3+ yrs. - 8+ yrs.
PUBLISHER: Creative Playthings
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X							X	
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: This is a nice set of wood-handle farm animal stamps and stamp pad. There are 12 stamps (each approximately 1"x2") including a duck, goat, pig, sheep, turkey, bird, rooster, hen, baby chick, rabbit. They print very well, and give enough detail without too much blurring. I have used them in the following ways: 1) already stamped on the paper, ready for the child to color in with colored pencils, 2) as a reward stamp on a good paper, 3) as a reward for correctly identifying the animal and its sound, 4) for independent fine motor work, 5) for individual storytelling. We

Cross Reference to Lesson Plans

Stamp - A - Thing (farm animal stamps)

Comments: Continued

used a marker to print the name of each animal on the handle of its stamp, so that we don't have to turn them all over to find the one we need. These stamps also come in sets.

MATERIALS EVALUATION

TITLE: Standard Pipe Cleaners
COST: $1.90 pkg.
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: ordered form Constructive Playthings
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Fine
Cognition - P/TS
Communication - RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: Pipe cleaners can be useful in many ways with young, and this is a particularly nice package of pipe cleaners. They are bright colors (some stripes), soft and thick, and long (approximately 12"). In addition to a variety of art activities, they may be used to teach math concepts such as shapes (the children can form different shapes), sizes (easily cut to make long and short lengths), and numeral recognition (children form the numerals). Color names and letter recognition can also be reinforced. The children really enjoy these!

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Store or Puppet Stage

COST: $109.25

AUTHOR:

AGE RANGE: 3 yrs - 8 + yrs.

PUBLISHER: Holbrook

FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication - RL/EL
Social/Emotional
Motor-Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements								X	
·SPH-limited physical response required				X					
·Durability									X
·Price									X

Comments: This is a really nice, wooden puppet stage with a storage shelf in back. Also, there is a long, narrow chalkboard that sits across the top, on which can be written the name of the store or show. As nice as this is, the manufacturer did not bother to enclose any instructions on how to assemble this (or even a picture), so it took me several months to put it together properly.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Super-Visors

AUTHOR:

PUBLISHER: S&S Arts & Crafts

COST: $9.85 for set of 48

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Drama, Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Fine
Cognition - P/TS
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: This is a super craft-type kit that includes everything you need to make 48 visors (hats) - elastic bands, basic visors, permanent markers. The children use the permanent markers to draw any type of design or picture on their crescent-shaped visor, and then the thin elastic band is tied to fit at each corner. My class thoroughly enjoyed this activity which we extended by wearing the visors for dramatic play, field trips, and even to our own cafeteria (so they would have the opportunity to use their new vocabulary word "visor" to tell other children and

Cross Reference to Lesson Plans

Comments Continued:

teachers all about what they were wearing and what it was for). Since these come in a set of 48, we will be able to repeat this activity up to 3 more times!

MATERIALS EVALUATION

COST: $19.95

TITLE: Swiss Melodee Bells

AGE RANGE: 4+ yrs. - 8+ yrs.

AUTHOR:

FINE ARTS AREA: Music

PUBLISHER: Ordered from Constructive Playthings

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X							X	
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price								X	

Comments: This is a set of 8 hand bells, each a different color and a different tone in the key of F. They are a lightweight plastic "school bell" shape that encourages the child to use a good wrist movement to make the best sound. The bells sound lovely when all played together (as we did, accompanying Christmas music), and also individually. They are great for learning high and low concepts and lend themselves well to "color games".

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Teach It With Zip and Zing: Movement Activities for Little Folks (cassette)

AUTHOR:

PUBLISHER: Robbins Nest Publications

COST: $4.00

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Creative Movement, Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Gross
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X						X		
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This is a marvelous tape with totally original music (all instrumental)! The sound is jolly and bouncy, just perfect for young children. This cassette is supposed to accompany Volumes I and II of Teach It With Zip and Zing. The tape alone comes with a few sample activities from both volumes (very good activities), and is also easily adapted to teacher-made activities. The five songs are long enough to do some very interesting movement activities. Highly recommended!

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Tempera Paint Cakes

AUTHOR:

PUBLISHER: Constructive Playthings

COST: $9.10

AGE RANGE: 3 yrs - 8 + yrs.

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Fine
Cognition - P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X						X		
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price									X

Comments: This makes painting quick and easy to set up any time. The tempera paint cakes operate like, and resemble, a watercolor tray, except they are much larger, and thus more appropriate for small children. Ten colors are on the same container, so the children must be taught to clean their brush before changing colors. We have also covered all but one or two colors at a time.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Tempo for Tots (record)
COST: $8.95
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Melody House (ordered from Kaplan)
FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Social/Emotional
Motor-Gross/Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:		X	X						
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation		X	X						
·Self-contained kit			X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability								X	
·Price									X

Comments: This is an excellent album with many good activities set to music. The children are required to listen closely (good for development of auditory perception) in order to know when to do something, examples include "Red Light, Green Light" (they have to stop moving when they hear the words "red light" and then begin moving again on the words "green light"), "Funny Fat Frog" (they have to sit like a frog and wait until they hear the word "jump" before they move), "Rhythm Band Round" (they play their instruments until they hear the music stop, then they have to put their instruments down during the next round of music.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: There's Music In The Colors (cassette)
COST: $9.95
AUTHOR: Willy Strickland and James Earle
AGE RANGE: 3 yrs. - 7 yrs.
PUBLISHER: Kimbo
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication-RL
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X				X				
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price						X			

Comments: This cassette contains a song for each of the 10 basic colors. The songs have catchy tunes, but they are too complicated for children to learn. They could be used as "listening tunes" individually, as you introduce/teach colors, if you need something for that purpose.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Ticket Punch (hole-punch)
COST: $1.10
AUTHOR:
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Constructive Playthings
FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: The ticket punch (hole-punch) is an excellent tool to develop small muscles in the hand and also to develop eye-hand coordination. The children love to make holes! We have added it as a task in our Workshop Way program--we pre-cut small shapes out of colored paper and put them into a basket, the child's task is to choose a piece of paper and punch as many holes as possible on it; he throws away the punched-out circles and turns in his paper with the holes on it. The task difficulty can be increased by pre-drawing lines or dots on the paper--the child's task would be to punch holes on the line or dots only.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Tickly Toddle
AUTHOR: Hap Palmer
PUBLISHER: Kimbo

COST: $10.50
AGE RANGE: 2 yrs. - 6 yrs.
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: These are cute songs that young children will enjoy. There are thirteen different songs/activities. A particularly fun song is "My Baby"-the children use a real or play-like baby doll and follow the directions in the music to bathe, feed, change, and rock the baby doll. "The Hammer Song" is also a favorite, as the children get to bang until their heart's content.

Cross Reference to Lesson Plans
Shout And Whisper

585

MATERIALS EVALUATION

TITLE: Tracing Stencils

COST: $9.95

AUTHOR:

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Ideal (ordered from Kaplan)

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Fine
Cognition - P/TS
Communication - RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	
·Price								X	

Comments: This is a worthwhile set of 38 tracing stencils. They are made from sturdy cardboard and are approximately 6"x6" in size. The stencils are of common objects such as food and transportation. The center of each stencil punches out so it can be used in two ways - tracing within a form or around a form. This is an excellent aid in fine motor development and is also beneficial in learning names of common objects.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Tymptone (drum)

AUTHOR:

PUBLISHER: Peripole, Inc.

COST: $9.50

AGE RANGE: 2 yrs. - 8+ yrs.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P
Social/Emotional

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This is a very nice sounding drum that comes with a two-headed beater. It is approximately 7" in diameter, has a handle on the side and can be played on either side. This drum will stand up to use by children during musical experiences and is also excellent for teacher use during rhythm and chanting activities.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Uniset Boards: Dinosaurs and Play-Clings
COST: $4.95 (dinosaurs); $3.95 (play-clings)
AUTHOR:
AGE RANGE: 3½ yrs. - 8+ yrs.
PUBLISHER: Playways
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Motor-Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X								X
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	
·Price								X	

Comments: The Uniset Boards are similar to the "Colorforms" concept of peel-and-stick and then reuse. Each set comes with a background scene: "Play-Clings" has a scene of a make-believe underground house under a large tree with a variety of bear characters and assorted furniture for the house; "Dinosaurs" has an outdoor, prehistoric scene with a variety of realistic dinosaur characters. In addition to using the background scene, you may stick the pieces onto other surfaces such as windows, mirrors, plexiglass, etc. Each set comes with a special board to keep all the pieces on; it has black-lined

Cross Reference to Lesson Plans

Uniset Boards: Dinosaurs and Play-Clings

Comments: Continued

pictures onto which the child is to place the colored stick-on pieces. This board is really a good visual discrimination activity for a child. The children enjoy using the Uniset Boards, but they need to be careful not to let the pieces get on dirty or linty surfaces such as the floor because they tend to lose their ability to stick (wiping with a damp cloth will "renew" them though). Fine motor, language and visual skills are all utilized with these Uniset Activity Boards. Note: the pieces range in size from ½" to 2½".

MATERIALS EVALUATION

TITLE: Variety Kit (make-up)
COST: $4.25
AUTHOR:
AGE RANGE: 2½ yrs. - 8+ yrs.
PUBLISHER: S & S Arts and Crafts
FINE ARTS AREA: Drama/Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Social/Emotional
Communication-RL/EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required									X
·Durability									X
·Price									X

Comments: This is a set of non-toxic make-up that is applied like rouge. There are 4 colors plus a white base and a tan base. The set includes a double-tip applicator and two sponges. The make-up cleans up easily with cold cream and/or soap and water. Children enjoy having their faces "painted" and their language really increases as they "become" part of the holiday drama, such as Indians for Thanksgiving. This make-up set is useful for the adult, but if you want one that the children can apply themselves, the Carnival 200 Kit would be more appropriate.
Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Walk Like The Animals (cassette)
COST: $9.95
AUTHOR: Georgiana Liccione Stewart
AGE RANGE: 3 yrs. - 8 yrs.
PUBLISHER: Kimbo
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross
Social/Emotional
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X								X
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space	X		X						
·Minimal space required		X	X						
·Seatwork		X	X						
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability									X
·Price									X

Comments: This is terrific music with vocal instructions to teach the following gross motor animal movements: inchworm, puppy dog, bear, crab, duck, seal, donkey and donkey cart (or wheelbarrow), and camel. An excellent teacher's guide is also included that explains the exact way to teach each animal movement. One side is completely instrumental for you to use as you wish.

Cross Reference to Lesson Plans
Walking Like A Duck

MATERIALS EVALUATION

TITLE: Walter The Waltzing Worm (cassette)

COST: $9.95

AUTHOR: Hap Palmer

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Educational Activities, Inc. (ordered from Constructive Playthings)

FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Social/Emotional
Communication-RL/EL
Motor-Gross

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X							X	
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation		X	X						
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability									X
·Price									X

Comments: This album contains a selection of super songs for singing and movement activities! There was no teacher's guide included with the cassette (perhaps by ordering a record there would at least be a description of the songs on the back of the album cover) - this is the only drawback to this album. For the most part the songs are self-directed, so a guide is not absolutely necessary in this case. Two of my class's favorite songs are (1) "Oh, What A Miracle" - simple, repetitive wording in the chorus, and easy to follow words describing body parts and what they

Cross Reference to Lesson Plans

Walter The Waltzing Worm (cassette)

Comments: Continued

do during the verse parts of the song; the music is a very bouncy, gospel-type tune, and (2) "Flick A Fly" - cute country type music, in which the children are instructed to "flick a fly" off of various body parts.

MATERIALS EVALUATION

TITLE: Wee Sing and Play (cassette & songbook)
COST: $7.95
AUTHOR: Pamela Beall and Susan Nipp
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Price/Stern/Sloan (ordered from Linden Tree Children's Records & Books)
FINE ARTS AREA: Music, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication-RL/EL
Motor-Fine
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: This is a collection of circle and singing games, jump rope and ball bouncing rhymes, clapping games, and rhymes to use to determine fairly "who's first." Young children really enjoy these! They are great for music time, rhythm time, recess time, and "waiting" time. The accompanying cassette contains the musical versions of most of the songs.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Wee Sing (cassette and songbook)
COST: $7.95
AUTHOR: Pamela Beall and Susan Nipp
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Price/Stern/Sloan (ordered from Linden Tree Children's Records & Books)
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication-RL/EL
Motor-Fine
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included	X							X	
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X								X
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X							X	
·Requires outside planning/preparation	X								X
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required						X			
·Durability									X
·Price									X

Comments: This is a collection of familiar songs and finger plays which you probably knew once and have now forgotten. They are great fun for young children! The book contains hand directions for the finger plays and the melodyline for the songs. The cassette provides a musical/singing addition for the majority of the songs.

Cross Reference to Lesson Plans

MATERIALS EVALUATION

TITLE: Wood - Handle Stamps: Numerals

COST: $9.95 set

AUTHOR:

AGE RANGE: 3 yrs. - 8 yrs.

PUBLISHER: Hammett

FINE ARTS AREA: Art

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Communication-EL

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X								X
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required					X				
·Durability									X
·Price								X	

Comments: This is a nice set of numeral stamps 0-9 (and also mathematical equation symbols for addition, subtraction, etc. -- 15 stamps in all). They come in a plastic storage case with divided compartments. The numerals print clearly and are approximately 1" tall. My only negative comment is the fact that the nine and the six are identical--the nine has a curving tail; so when it's upsidedown, it is the same as the six. I took a matt knife (razor blade) and cut off part of the nine's curving tail, and that seemed to help a little.

Cross Reference to Lesson Plans
Calendar Number Match

MATERIALS EVALUATION

TITLE:	Xylopipes (8-notes)	COST:	$6.90
AUTHOR:		AGE RANGE:	3+ yrs. - 8 yrs.
PUBLISHER:	Rhythm Band, Inc.	FINE ARTS AREA:	Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL/EL
Motor-Fine

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved		X	X						
·May be utilized by teaching assistant	X						X		
·Independent use:	X						X		
·Small group use:	X		X						
·Large group use:		X	X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X							X	
·Self-contained kit	X		X						
·Requires other materials		X	X						
·Storage space requirements									X
·SPH-limited physical response required			X						
·Durability								X	
·Price									X

Comments: This instrument resembles a xylophone and is played the same way--by striking with a mallet. Several advantages of this instrument over a common xylophone are: 1) each of the notes is a different color, so teacher aide, or child may play simple tunes by "reading colors"-- a small color-coded song book is included, 2) the 8 pipes are easily removed from the plastic tray/frame which is nice because you can have out exactly the notes necessary for the tune you are wanting to play, and also you can use this as a size sequencing activity for the children (they would have to arrange the

Cross Reference to Lesson Plans

Xylopipes

Comments: Continued

pipes according to length) which would be self-correcting to some extent since an incorrect arrangement would not "sound" right when played, 3) the individual colors could be used in color matching and/or identifying games.

MATERIALS EVALUATION

TITLE: Yarn (black)

COST: $1.80

AUTHOR:

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Constructive Playthings

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Fine
Cognition-P/TS

	Yes	No	N/A	0	1	2	3	4	5
·Teacher's guide included		X	X						
·Consumable materials involved	X								X
·May be utilized by teaching assistant	X							X	
·Independent use:	X							X	
·Small group use:	X		X						
·Large group use:	X		X						
·Requires large floor space		X	X						
·Minimal space required	X		X						
·Seatwork	X								X
·Requires outside planning/preparation	X								X
·Self-contained kit		X	X						
·Requires other materials	X								X
·Storage space requirements									X
·SPH-limited physical response required							X		
·Durability			X						
·Price								X	

Comments: Yarn is a useful material/consumable to have on hand--any and all colors are good. I selected black because of the many art projects my class does in which they use yarn to "hang" mobiles, make flying bats or birds, and "sew" an outline around pre-punched shapes--the black blends with each project well. This is a medium/average width yarn--I have found that the baby-fine yarn tangles and the large type often used around gifts is too bulky.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: COST:

AUTHOR: AGE RANGE:

PUBLISHER: FINE ARTS AREA:

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

	0	1	2	3	4	5
Content						
Readability						
Organization						
Price						

	Yes	No	N/A	0	1	2	3	4	5
Activities for children									
Applicable to SPH									
May be utilized by teaching assistant									
Requires consumables									
Special equipment necessary									

Comments:

Cross Reference to Lesson Plans

Resource and/or Activity Books

Content:	0-5 rating indicates the quality of the content from almost useless content (0) to superior content (5).
Readability:	0-5 rating indicates how easily the material may be read by an Early Childhood teacher, from too technical (0) to very easy to read and understand (5).
Organization:	0-5 rating indicates how well the book is organized, from poorly organized (0) to exceptionally well organized (5) for an Early Childhood teacher's use.
Price:	0-5 rating indicates how compatible price is with the quality/usefulness of the book, from too expensive for what you receive (0) to "worth every penny" (5).
Activities for Children:	If "yes" is checked, 0-5 rating indicates the amount and appropriateness of the activities for young children, from few good activities (0) to many excellent activities (5).
Applicable to SPH:	If "yes" is checked, 0-5 rating indicates how appropriate the book is for teachers of SPH, from limited use (0) to extremely useful (5).
May be utilized by teaching assistant:	If "yes" is checked, 0-5 rating indicates how easily an assistant could use the activities, from use with much teacher direction (0) to completely independent use (5).
Requires consumables:	If "yes" is checked, 0-5 rating indicates how easily the necessary consumables may be gathered, from expensive, hard-to-find items (0) to mostly free, easy-to-find items (5).
Special equipment necessary:	If "yes" is checked, 0-5 rating indicates how many of the activities require equipment not often found in Early Childhood classrooms, from most of the activities/ideas require unusual materials (0) to only a few of the activites need any special equipment (5).

EXPLANATION OF RATING SCALE
FOR
RESOURCE AND/OR ACTIVITY BOOKS EVALUATION

0 = bad, almost useless

1 = poor, does not fulfill basic purpose

2 = adequate, fulfills basic purpose

3 = good, better than average

4 = excellent, exceeds expectations

5 = superior, outstanding

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Action Verse for Early Childhood: Finger Plays and Body Movement
AUTHOR: Margaret Hillert
PUBLISHER: T. S. Denison & Co., Inc.
Resources for Children, Inc.

COST: $5.95
AGE RANGE: 3 yrs. - 8 yrs.
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Communication-RL/EL
Cognition-P/TS
Motor-Gross/Fine

	0	1	2	3	4	5
Content				X		
Readability						X
Organization			X			
Price				X		

	Yes	No	N/A	0	1	2	3	4	5
Activities for children								X	
Applicable to SPH	X					X			
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This book contains thirty-five cute poems, some of which are finger plays, and others of which are to be "acted-out" by the children. The poems span many topics and seasons with no apparent organization.

Cross Reference to Lesson Plans
Exercise Time

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Art Experiences for Young Children

AUTHOR: Deya Brashears

PUBLISHER: Playways

COST: $8.50

AGE RANGE: 2 yrs. - 8+ yrs.

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine
Communication-RL/EL
Cognition-P/TS
Creative Expression

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH		X	X						
May be utilized by teaching assistant	X							X	
Requires consumables	X						X		
Special equipment necessary	X						X		

Comments: Excellent, creative ideas! Easy to handle, spiral, flip-over top pages. Some unusual consumables required, such as: spices, sandpaper, sawdust, rock salt and frozen peas.

Cross Reference to Lesson Plans
Spaghetti Design
Straw Painting
Shaving Cream Print

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Arts for Learning

AUTHOR: The National Committee, Arts for the Handicapped

PUBLISHER: Developmental Learning Materials

COST: $25.00

AGE RANGE: 4+ Yrs. - 8+ Yrs.

FINE ARTS AREA: Creative Movement, Drama, Music, Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Gross/Fine
Cognition - P/TS
Communication - RL/EL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X								X
May be utilized by teaching assistant	X							X	
Requires consumables	X								X
Special equipment necessary	X							X	

Comments: This book was specifically designed for teachers of special education to help make the arts educationally relevant for their students. The 120 lessons include strategies to assist teachers in using the arts as springboards for reaching educational goals in all areas of the curriculum (one does not need any special expertise in any of the four art forms — creative movement, drama, music, and visual arts — in order to use the lessons in this guide). The lessons are based on the six major areas of learning identified by Robert Valett in The Remediation of Learning Disabilities: A Handbook of Psychoeducational Resource Programs, 2nd edition — gross motor, sensory-motor integration, perceptual-motor, language development, conceptual skills, and social skills. An excellent chart is included which identifies and defines each of the six areas and lists and defines the basic

Cross Reference to Lesson Plans

learning abilities involved in each. The organization of this book is outstanding—it is divided into four sections based on the four art forms. Thirty lessons are included for each art form—five lessons pertaining to each of the six major learning areas listed above. The lesson format is easy to follow and includes objectives and also excellent adaptation for more severely impaired students (i.e., visually impaired and those in wheelchairs).

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: ArtsPlay

COST: $ 18.95

AUTHOR: Leon Burton & Kathy Kuroda

AGE RANGE: 3 Yrs. - 8+ Yrs.

PUBLISHER: Addison - Wesley
(ordered from Children's
Book & Music Center)

FINE ARTS AREA: Drama, Creative
Movement, Visual
Arts, Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Gross/Fine
Cognition - P/TS
Communication - RL/EL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X				X				
May be utilized by teaching assistant	X							X	
Requires consumables	X							X	
Special equipment necessary	X							X	

Comments: This is a fantastic book of 100 activities, the intent of which is to foster young children's natural creativity! Based on the arts, each activity is organized around one or more content areas in drama, creative movement, art, and music. The same format is used for each activity/lesson: 1) title of the activity, 2) summary of the procedure and description of the product the children will create, 3) step-by-step procedure for beginning the activity and guiding it to completion, 4) supplementary activity to provide reinforcement of the skills and understanding developed earlier, 5) materials list of all items needed to conduct the activity. Pictures of children in action are included for each lesson. Three Soundsheets (thin record discs) are included and contain over 30 minutes of specially prepared music and other sounds needed for various

Cross Reference to Lesson Plans

activities. The authors of this book have been very thorough — in addition to the super activities, they have included complete descriptions of the content areas of art, music, drama and dance, an excellent discussion on "The Nature of Creativity", and a recommendation on the use of this book with other curriculum materials in the arts. Simply outstanding!

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Creative Dance Movement	COST:	$5.95
AUTHOR:	Tonja Evetts Weimer	AGE RANGE:	2 Yrs. - 8+ Yrs.
PUBLISHER:	Kaplan	FINE ARTS AREA:	Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Gross
Communication - RL
Social/Emotional

	0	1	2	3	4	5
Content					X	
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH	X				X				
May be utilized by teaching assistant	X						X		
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This is a good, basic book for anyone interested in the use of creative movement with young children. It provides descriptions, justifications, and purposes for a variety of creative movement activities including locomotor and nonlocomotor movements, name songs and action songs, creative dance and directed dance, rest and relaxation activities, and musical instruments. Simple lesson plan examples are given to provide the reader with a basic idea of how to construct a movement and music session with children. This is an easy to read, fairly short book (56 pages) that encourages teachers to use creative movement experiences as part of ordinary classroom routines to help children learn self control and gain confidence and self respect. Excellent price!

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Creative Teaching With Puppets

COST: $16.95

AUTHOR: Rountree, Gordon Shuptrine & Taylor

AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: The Learning Line, Inc. (ordered from Kaplan)
P. O. Box 1406
University, Ala. 35486

FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication-RL/EL
Cognition-P/TS
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X							X	
May be utilized by teaching assistant	X							X	
Requires consumables	X							X	
Special equipment necessary								X	

Comments: This is a spectacular book for early childhood teachers! It certainly shows how to make and use some adorable puppets and unusual stages, but that's not all! The emphasis of this book is not on puppetry as theatrical entertainment but as an integral and strengthening part of curricula. It includes six teaching units: colors and clowns, shapes, birds, butterflies, farm, friends. Within each unit lessons/activities are provided for language arts, science and social studies, math, art, food experiences, music and drama. The activities are really great!

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Cut and Tell Scissor Stories For Spring

COST: $5.95

AUTHOR: Jean Warren

AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: Totline Press
Gryphon House

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Communication-RL/EL
Cognitive-P
Motor-Fine

	0	1	2	3	4	5
Content					X	
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X					X			
May be utilized by teaching assistant	X								X
Requires consumables	X								X
Special equipment necessary		X	X						

Comments: This is a unique book that contains eight short, original stories each of which is accompanied by an object that is formed by cutting a paper plate while telling the story. Excellent patterns and instruction are included. Most of the cut-outs are too difficult for preschool children to handle (though some 5-year olds, and older children would have no problem), however, the young children would enjoy coloring a cut-out and then using it to tell the story themselves. Each story is also accompanied by some very good follow-up activities.

Cross Reference to Lesson Plans 611

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Danceplay: Creative Movement for the Very Young Child	COST:	$5.95
AUTHOR:	Diane Lynch-Fraser	AGE RANGE:	1½ yrs - 4+ yrs.
PUBLISHER:	Plume (ordered from Children's Book and Music Center)	FINE ARTS AREA:	Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognition-P/TS
Social/Emotional
Communication-RL/EL
Motor-Gross/Fine

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X					X			
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	X								X

Comments: This is a very good book which provides creative movement exercises for children ages 18 months - 4½ years. The book is divided into three age levels with a set of clearly written, sequential exercise lessons and objectives included for each level (a total of 47 lessons are included). Two developmental charts, organized into 4 categories of growth (physical, sensorymotor, emotional, social) are also included - one for the 18 month - 30 month old, and the other for the 30 month - 48 month old. Many of the exercises (especially in Level I) appear to be designed for an adult to do as a "one-to-one" activity with a child. The later exercises, such as those in Level III appear suitable for small groups of children. In Level I, the lessons concentrate on exploration of the body and its parts; Level I aims at distinguishing self from environment; and Level III uses music, games, and movement

Cross Reference to Lesson Plans

Comments: Continued

to develop the ability to "integrate" thought processes in order to perceive a situation as a complete experience. This is really a super set of lessons designed for creative physical play.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Don't Move The Muffin Tins

COST: $7.50

AUTHOR: Bev Bos

AGE RANGE: 2 yrs. - 5+ yrs.

PUBLISHER: Playways

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognition-P/TS
Communication-EL
Motor-Fine
Creative Expression

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X				X				
May be utilized by teaching assistant	X							X	
Requires consumables	X							X	
Special equipment necessary								X	

Comments: This is an excellent book. The author explains what is needed for each activity and also describes any "traps" there might be. Especially helpful is the last section on "Planning"----- a monthly schedule is presented with suggestions on how to work art into your own program.

Cross Reference to Lesson Plans
Musical Drawings
Negative Space Paper

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Educating the Other Half: Implications of Left/Right Brain Research

AUTHOR: Ronald L. Rubenzer

PUBLISHER: ERIC (ordered from CEC)

COST: $4.00

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: All Areas

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Social/Emotional
Cognition-P/TS
Communication-RL/EL

	0	1	2	3	4	5
Content						X
Readability					X	
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children		X	X						
Applicable to SPH	X					X			
May be utilized by teaching assistant	X					X			
Requires consumables		X	X						
Special equipment necessary			X						

Comments: This is a very interesting research manuscript which deals with the need to close the gap that exists between predominantly left brain teaching strategies and right brain learning styles that may be found in education today. The 33-page report is not always easy reading, but is well worth re-reading! There is a clear message for all teachers, and in particular those who work with special education children, as the learning disabled child is often likely to be an example of a right-brained child in a left-brained educational system. As an Early Childhood Special Education teacher, I especially noticed a study that mentioned that failure to stimulate both hemispheres during early childhood could be a causal factor in behavioral and emotional difficulties. The report suggests that to maximize integrated and right brain processing of information, lesson plans should reflect the

Cross Reference to Lesson Plans

N/A

Educating the Other Half: Implications of Left/Right Brain Research

Comments: Continued

expression of left brain content (arithmetic, language arts, science, social studies, etc.) through right brain media (drawing, cartooning, photography, dance, music, etc.).

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	8 Note Bell Songs (songbook)	COST:	$3.00
AUTHOR:	Bob Bergin	AGE RANGE:	4 yrs. - 8+ yrs.
PUBLISHER:	RB Publications (ordered from Rhythm Band, Inc.)	FINE ARTS AREA:	Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Communication-EL

	0	1	2	3	4	5
Content					X	
Readability					X	
Organization					X	
Price					X	

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X					X			
Applicable to SPH	X					X			
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	X						X		

Comments: This is a songbook containing 25 short songs all in the Key of C. Each song may be played using 8 notes or less. Included with the words to each song are: chords for Chromaharp accompaniment, notes of the melody only, the letter names of the melody notes (middle C, D, E, F, G, A, B, C), and the number names of the notes (1-8). This book is ideal for use with instruments such as: xylophone, resonator bells, piano, and xylopipe or pianopipe sets (from Rhythm Band). There are no instructions or suggestions given in the book; it is strictly a songbook. Teachers/aides may find this book a good source of songs they can play by reading numerals attached to any of the above-mentioned instruments. Also, by copying the numerals from the first lines of some of the familiar songs onto a chart tablet, teachers can provide

Cross Reference to Lesson Plans

8 Note Bell Songs (songbook)

Comments: Continued

a very motivating activity for children to develop left-to-right progression, numeral matching/recognition, eye-hand coordination, and auditory perception as they "play" an instrument by "reading" the chart.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Felt Board Fun

COST: $12.95

AUTHOR: Liz and Dick Wilmes

AGE RANGE: 2+ yrs. - 8+ yrs.

PUBLISHER: Building Blocks (ordered from Gryphon House)

FINE ARTS AREA:Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-TS
Communication-RL/EL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X							X	
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary	X								X

Comments: An absolutely fantastic book of activities for flannel board use - applicable to most all areas of an Early Childhood curriculum! These are not just a bunch of little stories; they are unique, well-thought-out activities to teach/enchance concepts of language, premath, body awareness, and prereading skills. The activities are organized into units, patterns are included for everything, and there is a super index in the back listing each of the almost 300 patterns by name, so that you can pull together the ones you want to create your own units. Instructions are included for making your own felt board and felt board pieces. Great!

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Flutophone Classroom Method	COST:	$ .85
AUTHOR:	Van Pelt and Ruddick	AGE RANGE:	5 yrs. - 8+ yrs.
PUBLISHER:	Trophy Music Co. (ordered from Rhythm Band, Inc.)	FINE ARTS AREA:	Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine
Cognition-P/TS
Communication-RL/EL
Social/Emotional

	0	1	2	3	4	5
Content				X		
Readability					X	
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X				X				
Applicable to SPH	X				X				
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	X				X				

Comments: This is a helpful book for anyone who wishes to know more about the flutophone and how to teach it (especially if you have little or no musical background). Many simple, beginning tunes are included and also piano arrangements to accompany the tunes, if you desire. This book alone does not seem to be as good as Music - time for Flutophone; but, for the price, it does offer some additional tunes and helpful suggestions. The special equipment needed (as checked above) is a flutophone for each child and teacher.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Fun With Action Stories

COST: $5.95

AUTHOR: Joan M. Daniels

AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: T. S. Denison & Co., Inc.
Resources for Children, Inc.

FINE ARTS AREA: Drama/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognition-P/TS
Communication-RL
Social/Emotional

	0	1	2	3	4	5
Content				X		
Readability						X
Organization						X
Price				X		

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH		X	X						
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This is a book of 16 very short stories to be read by the teacher and pantomimed by the children. It is arranged seasonally and includes at least one story for each of the major holidays. This is good for providing children with opportunities to use their imaginations.

Cross Reference to Lesson Plans
N/A

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: The Good Apple Puppet Book

AUTHOR: Juel Krisvoy

PUBLISHER: Good Apple, Inc.
Resources for Children, Inc.

COST: $9.95

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Drama/Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Communication-EL/RL
Cognition-P/TS
Motor-Fine

	0	1	2	3	4	5
Content					X	
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X						X		
Applicable to SPH	X				X				
May be utilized by teaching assistant	X							X	
Requires consumables	X							X	
Special equipment necessary		X	X						

Comments: Every kind of puppet and puppet theater imaginable (and how to make them) is described in this book in easy to understand directions. Short puppet plays, poems, and songs are also included.

Cross Reference to Lesson Plans
A Flea On A Dog, Where Is It?

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Hello Rhythm	COST: $6.00
AUTHOR: Jackie Weissman	AGE RANGE: 2 yrs. - 8+ yrs.
PUBLISHER: "Miss Jackie"	FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Social/Emotional
Communication-RL/EL
Cognitive-P/TS
Motor-Gross/Fine

	0	1	2	3	4	5
Content					X	
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH	X						X		
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary		X							

Comments: This book is very good (though maybe not quite as terrific as the Hello Sound book). The very best part of the book is the section on rhythm sticks---the ideas and activities are great! There are almost fifty lessons in this book, each of which begins with a stated purpose that may easily be written as a behavioral objective. These rhythm activities are designed to promote the development of order, discipline and organization in young children.

Cross Reference to Lesson Plans
N/A -- This book is a set of lesson plans.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Hello Sound

AUTHOR: Jackie Weissman

PUBLISHER: "Miss Jackie"

COST: $6.00

AGE RANGE: 2 yrs. - 8+ yrs.

FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognition-P/TS
Communication-RL/EL
Social/Emotional
Motor-Fine

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X						X		
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary									X

Comments: This book is really terrific! Each page is a lesson with easy to follow instructions and additional variations. Each lesson begins with a stated purpose which may easily be written as a behavioral objective. All the activities contribute to reading readiness, listening skills and auditory discrimination. There are over forty lessons - many require no materials, others require some rhythm instruments, and a few require a tape recorder record player, or piano - each one is unique and definitely child centered.

Cross Reference to Lesson Plans
N/A--this book is a set of lesson plans.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Holiday Movement Activities
COST: $5.95
AUTHOR: Jean Stangl
AGE RANGE: 5+ yrs. - 8+ yrs.
PUBLISHER: Front Row Experience
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross/Fine
Cognition-TS
Communication-RL

	0	1	2	3	4	5
Content					X	
Readability					X	
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								
Applicable to SPH		X	X						
May be utilized by teaching assistant	X								X
Requires consumables	X								X
Special equipment necessary		X	X						

Comments: This book contains 13 original stories (or adaptations of stories) based on the holidays. Each story provides general background information on the holiday and also suggestions and patterns for props. An adult is to read the story slowly while the children are to provide the actions. A variety of characters is included in each story. Some of the stories could be adapted for preschoolers; but for the most part, I feel that this book would be more beneficial to teachers of children at least 6 years old.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: J is for Jump!
Moving Into Language Skills

AUTHOR: Maya Doray

PUBLISHER: Pitman Learning, Inc.
(ordered form Constructive Playthings)

COST: $7.95

AGE RANGE: 3 Yrs. - 7+ Yrs.

FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Communication - RL
Cognition - P/TS
Motor - Gross

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH		X	X						
May be utilized by teaching assistant	X								
Requires consumables		X	X						
Special equipment necessary	X								X

Comments: This super book is a practical guide for using creative movement in teaching introductory language skills. The 50 lessons are designed to appeal to children's physical nature, as well as to their intellect and imagination — through the creative movement activities they use mind/body responses to learn the shapes and sounds of letters, to develop vocabulary, and to explore the concepts of space, time, and force. There are four sections in the book: moving is fun (introduces children to the basic movement concepts as they relate to reading and writing), letter sounds (offers ear training, which develops greater auditory discrimination), letter shapes (deals with letter shapes in two and three-dimensional forms), and the alphabet (presents one letter at a time and includes its shape, sound, and work associations). The lessons within each section are graded from

Cross Reference to Lesson Plans

J is for Jump! Moving Into Language Skills (Continued)

easiest to more complex. Each lesson is presented in a step-by-step, ready to teach format, and you are provided with not only the sequence, but also the actual wording of instructions to the children. Every lesson contains all the necessary components of a well-rounded movement session, complete with diagrams and sketches to augment written explanations. Approximate time requirements are given for each of the activities in a lesson with the lessons themselves designed to last a total of 20-35 minutes. This is an excellent book, and a terrific price.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: The Lollipop Learning Series: Scissor Magic (The Magic of Symmetrical Cutting)
AUTHOR: Ethel Taylor Jordan

PUBLISHER: Good Apple
Resources for Children, Inc.

COST: $5.95

AGE RANGE: 5 yrs. - 8+ yrs.

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine
Communication-RL/EL
Social/Emotional
Cognition-P/TS

	0	1	2	3	4	5
Content				X		
Readability					X	
Organization					X	
Price					X	

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH		X	X						
May be utilized by teaching assistant	X						X		
Requires consumables	X							X	
Special equipment necessary		X	X						

Comments: The most valuable part of this book is the section that contains patterns to use during each month of the school year. The patterns are for symmetrical cutting activities that can be done by either the children for an art lesson or the teacher for bulletin boards, stories, etc. Another section has a lot of good ideas for projects, but would require some adaptations for young children.

Cross Reference to Lesson Plans
Heart Stack

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: The Magic of Puppetry: A Guide For Those Working with Young Children
COST: $5.95
AUTHOR: Peggy Davison Jenkins
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Prentice-Hall, Inc. (ordered from American Guidance Services)
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Social/Emotional
Communication-RL/EL
Cognition-P/TS
Motor-Fine

	0	1	2	3	4	5
Content					X	
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children		X	X						
Applicable to SPH	X				X				
May be utilized by teaching assistant	X							X	
Requires consumables	X								X
Special equipment necessary		X	X						

Comments: This is a good, complete book on puppetry which offers valuable information for anyone interested in using puppets with children. It does not give specific activities for puppet use; but, it does describe the values of puppetry and explain how to make and use various puppets. It also includes information on dramatic play and creative drama and on types of simple staging.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Movement Education: A Program for Preschool Children	COST:	$ 12.95
AUTHOR:	June Gustafson Munro	AGE RANGE:	3 Yrs. - 6 Yrs.
PUBLISHER:	Munro-Drake Educational Associates	FINE ARTS AREA:	Creative Movement, Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Gross/Fine
Cognition - P/TS
Communication - RL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH		X	X						
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	X								X

Comments: This book is extremely well written and would be a most valuable asset to any teacher who is interested in developing a comprehensive motor skills program for young children. Of particular interest to Early Childhood Special Education teachers is the fact that it provides age level evaluations to be utilized in designing individualized motor skills programs, and a movement skills assessment checklist. The program is organized into six fundamental skill areas: body awareness, balance, locomotion, spatial relationships, manipulation, and rhythm and timing. Each of these motor skill areas are thoroughly explained and within each there is a progression of developmentally appropriate activities. Forms are provided in the appendix for a "Weekly Activity Plan" sheet and for a "Basic Skills Reinforcement Classlist" sheet. Highly recommended!

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Move to Learn: Physical Activities for Young Children	COST:	$6.95
AUTHOR:	Sue Carlyle	AGE RANGE:	3 yrs. - 7 yrs.
PUBLISHER:	Bleecker St. Publishing Co.	FINE ARTS AREA:	Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Social/Emotional
Motor-Gross
Cognition-P/TS

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH		X	X						
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This is a super book containing 28 lessons which are presented in a progression from easy to difficult. Each lesson begins with a stated emphasis, which could be worded as a behavioral objective. Also, the lessons include a note on what supplies, if any, are needed. The directions for the teacher are very clear and concise. This book would make a very good core for a preschool gross motor program, or an excellent addition to an already established program! More than "well worth the price!"

Cross Reference to Lesson Plans

N/A -- this book contains lesson plan activities

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Moving & Learning
(First 5 sessions & Teacher's Guide)
AUTHOR: Richard Gardzina & Rae Pica

PUBLISHER: Moving & Learning
109 Berry River Road
Rochester, NH 03867

COST: $125.00
AGE RANGE: 3 Yrs. - 8 Yrs.
FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Gross
Cognition - P
Communication - RL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH		X	X						
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: Remarkable! Wonderful! I have wanted a program like this for years! This is a complete movement program for young children — perfect for Early Childhood! The kit comes as a three-ring notebook with the pages individually protected in clear vinyl sheets; five of the sheets contain a special pocket for one of the five cassette tapes; a separate teaching guide is stored in the front, inside pocket of the notebook. A total of 40 lesson plans are included (with 5 activities per lesson) designed to take approximately 45 minutes to complete. Since most of us do not have 45 minutes a day for gross motor, it's easy to use just a few of the activities from the lesson plan (15-20 minutes worth) each day (the repetition itself would be extremely valuable to our children), and thus move from one lesson

Cross Reference to Lesson Plans

plan to the next on a weekly basis. That would stretch the program out over an entire school year! Areas covered include: walking, running, hopping, galloping, bending, stretching, rolling, marching, skipping, sliding, rhythm and ball-handling activities. The music (most of which is completely original) is beautiful, pleasant, stimulating and soothing all at the same time—the blend of electronic and acoustic instruments is outstanding! This is a success-oriented program for young children, designed to instill confidence while enhancing individuality and creativity! In addition to this first set of 5 sessions (and 5 tapes), 5 more sessions and tapes are available.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	The Moving Center	COST:	$5.95
AUTHOR:	Gay and Kathlyn Hendricks	AGE RANGE:	6 yrs. - 8+ yrs.
PUBLISHER:	Prentice-Hall, Inc. (ordered from Children's Book and Music Center	FINE ARTS AREA:	Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Gross
Cognition-P
Communication-RL
Social/Emotional

	0	1	2	3	4	5
Content					X	
Readability					X	
Organization					X	
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X					X			
Applicable to SPH		X	X						
May be utilized by teaching assistant	X						X		
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This book contains some excellent information and over 50 activities designed to integrate movement experiences into classroom activities. The author feels that movement encourages the student to use all his senses while learning, and, in turn, that has the effect of bringing mental learning down into the body where the student can have a whole-body understanding of it. Each activity begins with a short introduction defining its goal and giving suggestions. This is followed by instructions for the activity that may be read verbatim to the students. Variations of the activity are also included. I really enjoyed reading this book - it "inspired" me to come up with several ideas on my own; but, out of the more than 50 activities included, I only found 5 that I felt could be used with young children. Most of the others seemed to be more directly appropriate for children in the 6-10 year old age group.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Music As Part of the Child's Learning Experience

COST: $3.75

AUTHOR: Richard Gardzina & Rae Pica

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Moving & Learning

FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognitive - P/TS
Motor - Gross
Communication - RL/EL

	0	1	2	3	4	5
Content			X			
Readability						X
Organization				X		
Price				X		

	Yes	No	N/A	0	1	2	3	4	5
Activities for children		X	X						
Applicable to SPH	X					X			
May be utilized by teaching assistant		X	X						
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This is a short (15-page) booklet which briefly discusses music and its use with children. I found it fairly interesting to read, but I don't feel it's necessary.

Cross Reference to Lesson Plans 635

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Music - time for Flutophone
AUTHOR: Frederick Earle
PUBLISHER: Trophy Music Co. (ordered form Rhythm Band, Inc.)
COST: $1.00
AGE RANGE: 5 yrs. - 8+ yrs.
FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine
Cognition-P/TS
Communication-RL/EL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X					X			
Applicable to SPH	X					X			
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	X				X				

Comments: This is a very good, basic book for teachers who have no music background and/or for anyone wanting to know how to teach or play the flutophone. The explanations and diagrams are quite clear, and many short, simple tunes are included. Beginning counting skills and the recognition of certain alphabet letters can be taught by adapting information from this book. The special equipment needed (as checked above) is a flutophone for each child and teacher (these are very inexpensive).

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Musical Games, Fingerplays And Rhythmic Activities For Early Childhood
AUTHOR: Marian Wirth, Verna Stassevitch, Rita Shotwell, Patricia Stemmler
PUBLISHER: Parker Publishing Co., Inc.

COST: $16.50
AGE RANGE: 2 yrs. - 8+ yrs.
FINE ARTS AREA: Music/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine/Gross
Communication-EL/RL
Cognition-P/TS
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X					X			
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: Super book! Includes 132 complete activities ready for instant use!

Cross Reference to Lesson Plans
Fooey (a chant)
Stop And Go/Fast And Slow

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: A Piece of Red Paper

COST: $3.95

AUTHOR: Sara Stein

AGE RANGE: 3 yrs. - 8+ yrs.

PUBLISHER: Small World Enterprises, Inc.
Family Communications

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Fine
Cognition - P/TS
Communication - EL

	0	1	2	3	4	5
Content				X		
Readability						X
Organization						X
Price					X	

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH		X	X						
May be utilized by teaching assistant	X								X
Requires consumables	X								X
Special equipment necessary		X	X						

Comments: This is a short book to be read to young children. Its goal is to stimulate a child's imagination, so that he will be encouraged to take a piece of paper and cut or tear it into whatever he wants. Most of the suggestions presented in the book relate to food.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Rhymes for Fingers and Flannel Boards	COST:	$10.95
AUTHOR:	Louise Scott & J. J. Thompson	AGE RANGE:	3 Yrs. - 8 Yrs.
PUBLISHER:	T. S. Denison & Co., Inc.	FINE ARTS AREA:	Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor - Fine
Communication - RL/EL
Cognition - TS

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price					X	

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X						X		
May be utilized by teaching assistant									X
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: Over 230 rhymes are included in this book for use as finger plays and with flannel boards. Some are traditional finger plays, but most are new rhymes written by the authors. The book is organized by themes as follows: birthdays, circus & zoo, city sights, the farm, other lands, counting, holidays, home & family, field & woods, make believe, Mother Goose, seasons, toyland, rhymes for active times and rhymes for quiet times. The authors have provided a discussion on the values of finger plays, suggestions for teaching finger plays, and a section on devices (such as flannel boards) that may be used with finger plays.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Sew and Know: Numbers 1-12

COST: $4.95

AUTHOR: Eunice Magos & Esther Hornnes

AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: The Monkey Sisters
Resources for Children, Inc.

FINE ARTS AREA: Visual Arts

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Motor-Fine
Cognition-P/TS
Communication-EL

	0	1	2	3	4	5
Content					X	
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X				X				
May be utilized by teaching assistant	X								X
Requires consumables	X								X
Special equipment necessary		X	X						

Comments: This is a unique set of reproducible pages - each page has one large, heavily-outlined animal on it to be colored and cut out by the children. Each animal is a lesson stressing one numeral (from 1-12). The lesson culminates with the child sewing the back and front of his animal together making a puppet.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	A Song is a Rainbow	COST:	$15.95
AUTHOR:	Patty Zeitlin	AGE RANGE:	2 Yrs. - 5 Yrs.
PUBLISHER:	Scott, Foresman & Co. (ordered from Constructive Playthings)	FINE ARTS AREA:	Music, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Communication - RL/EL
Cognition - P/TS
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH	X						X		
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This marvelous book is for anyone interested in music for young children, especially for the teacher who is nervous or uncomfortable using music in her classroom. This book tells you how and gives you the support and courage you need to provide and enjoy music activities for young children. Suggestions are provided on how to make up songs spontaneously, how to use music with dramatic play and art activities, how to collect, organize and introduce records and songs, and how to memorize lyrics and melodies. An excellent discussion is presented on the messages songs provide and how to utilize these for child training. A chapter on program planning for two, three, four and five year old groups is very helpful. Actually, this book seems to have everything: sound and rhythm activities, chants, and finger plays, creative movement and rhythm instruments are all

Cross Reference to Lesson Plans

discussed and suggestions are provided for their use. The words and music to many songs,(some of which are written by the author of this book) are included, also. This is a lengthy book (over 250 pages), but it is excellent reading and deals with the total concept of music and young children superbly.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Songs I Can Play, Book 1 for Beginners (Teacher's Book)	COST:	$8.95
AUTHOR:	Peg Hoenack	AGE RANGE:	4+ yrs. - 8+ yrs.
PUBLISHER:	Ordered from Peripole, Inc.	FINE ARTS AREA:	Music, Drama, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross/Fine
Communication-RL/EL
Cognition-TS

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X					X			
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	X							X	

Comments: This is an excellent guide for teaching music to young children. It is for anyone - prior training in music is not necessary! The use of number notes and visual rhythm placement enables the child to read music and play a simple melody instrument even before he can read words. The numeral notes (1-8) are introduced one by one with ample practice on each new note. For Early Childhood, I feel that this book would provide at least a year's worth of lessons (based on approximately two 15-minute lessons per week, in groups of 3-4 children). All the children in my class understood (and have remembered all year now) the concepts of high and low, up and down after using just the first few lessons for about a month in the fall! Many other concepts are taught in this music program, and the children really respond to and remember them well.
Cross Reference to Lesson Plans

Songs I Can Play, Book 1 for Beginners (Teacher's Book)

Comments: Continued

You do need an 8-note xylophone, and, also, I feel the large Songs I Can Play Classroom Chart and the Songs I Can Play Child's Book would be extremely helpful, though you could make your own.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Storytelling Strategies, Volume I
COST: $ 14.95
AUTHOR: Carol Catron & Barbara Parks
AGE RANGE: 2 Yrs. - 8+ Yrs.
PUBLISHER: Creative Childhood Consultants
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Communication - RL/EL
Social/Emotional
Motor - Fine
Cognition - TS

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH	X							X	
May be utilized by teaching assistant	X								X
Requires consumables	X								X
Special equipment necessary	X								X

Comments: This is an excellent, complete resource book on storytelling. The strategies presented by the authors include: fingerplays (with patterns for flannelboard figures), traditional stories to be dramatized (patterns for flannel board also included), bear family adventure stories and animal tales (with flannel board patterns), unique pocket stories (children participate in story by dropping designated items into the main character's large pocket—patterns included), and a superb section on puppets (patterns and ideas for making and utilizing a large variety of puppets and stages—even a story quilt and apron).
NOTE: Volume II of this book is also available and probably equally as worthwhile.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Super Sense Kit for the Disabled Child	COST:	$65.00
AUTHOR:	Nancy Renfro	AGE RANGE:	3 Yrs. - 8+ Yrs.
PUBLISHER:	Nancy Renfro Studios	FINE ARTS AREA:	Creative Movement, Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Communication - RL/EL
Cognition - P/TS
Social/Emotional
Motor - Gross/Fine

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1.	2	3	4	5
Activities for children	X								X
Applicable to SPH	X								X
May be utilized by teaching assistant	X							X	
Requires consumables	X								X
Special equipment necessary		X	X						

Comments: This is a unique program which includes one Bodi-Puppet and the book/guide Discovering the Super Senses Through Puppetmime: Activities for the Special Child. The Bodi-Puppet is a large (48" tall), stuffed doll that is to be worn around the student's neck and extends in front of his body with the puppet's head under the student's chin. The wrists and ankles of the puppet are attached to the student's so that, in essence, the puppet and student move as a single entity (the puppet can be adjusted to fit a small child, an older student, or an adult). The book discusses how to use the Bodi-Puppet and how to make other Bodi-Puppets from paper bags. A variety of activities are provided: body awareness and sensitivity, exploring and developing the senses, understanding and expressing language, and curriculum related activities. The activities use creative movement as a base to

Cross Reference to Lesson Plans

Super Sense Kit for the Disabled Child (Continued)

enlarge the world of the special child. They are designed to help familiarize the disabled child with his body and build awareness in body rhythm and body language. Six disabling conditions (hearing impairment, vision impairment, physical impairment, learning disability, mental retardation, and emotional disturbance) and the application of this program with each are discussed.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Swiss Bell Songs (Swiss Melodee Bells Songbook)	COST:	$4.00
AUTHOR:	Bob Bergin	AGE RANGE:	5 yrs. - 8+ yrs.
PUBLISHER:	RB Publications (ordered from Constructive Playthings)	FINE ARTS AREA:	Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Fine
Communication-EL

	0	1	2	3	4	5
Content				X		
Readability					X	
Organization					X	
Price				X		

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X				X				
Applicable to SPH	X					X			
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	x					x			

Comments: This is a songbook containing 27 short songs all in the key of F (meaning each song has a B^b in it). This book is very similar to the 8 Note Bell Songs songbook, but the 8 Note Bell Songs is a much more versatile book and also easier to sing to because the songs are in the lower Key of C. If I were to choose between the two songbooks, I would take the 8 Note Bell Songs. The only reason I see for purchasing this book would be if you also purchased the Swiss Melodee Bells, and then it would be quite useful, because they are arranged in the Key of F.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Teaching Your Wings to Fly

COST: $17.95

AUTHOR: Anne Lief Barlin

AGE RANGE: 3 Yrs. - 8+ Yrs.

PUBLISHER: Goodyear Publishing Co., Inc.
(ordered from Constructive Playthings)

FINE ARTS AREA: Creative Movement, Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor - Gross
Communication - RL
Cognition - P/TS
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X					X			
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This book is an inspiration! It contains over 50 activities with additional variations and developments designed to stimulate children's imaginations and strengthen their bodies. The activities are grouped into ten different areas of movement experience with each of the areas beginning with simple activities and progressing to the more complex. Throughout the book, over 200 photographs show exactly how the movements are done, and two records (included) provide all the accompaniment necessary. The music on the recordings is an outstanding assortment of instrumental ethnic music from France, Trinidad, USSR, Greece, Spain, Germany, Israel, Africa, Japan, Italy, Mexico, East India, Bali, and the Mediterranean. A glossary of movement terms is included, and also an excellent section on "general hints." The lessons are easy to follow and fun to do—most can be done either indoors or outdoors.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Teach It With Zip & Zing (Volume I & II)

AUTHOR:

PUBLISHER: Robbins Nest Publications

COST: $4.00 per volume
$8.00 total

AGE RANGE: 3 Yrs. - 8+ Yrs.

FINE ARTS AREA: Creative Movement, Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognition - P/TS
Communication - RL/EL
Motor - Gross

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X							X	
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: These are two super booklets packed with movement activities just great for Early Childhood! The activities are designed to teach and/or reinforce some very basic skills including: listening, body parts, colors, alphabet letters, etc. The cassette, "Teach It With Zip and Zing", provides exciting musical accompaniment for many of the activities (note: it must be ordered separately). The music and the activities are unique, creative, and most of all, fun!

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE:	Telling Stories Through Movement	COST:	$4.95
AUTHOR:	Margery Dorlan and Frances Gulland	AGE RANGE:	3 yrs. - 8+ yrs.
PUBLISHER:	Fearon (ordered from Early Childhood Bookhouse)	FINE ARTS AREA:	Drama/Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL
Motor-Gross
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH		X	X						
May be utilized by teaching assistant	X						X		
Requires consumables		X	X						
Special equipment necessary	X								X

Comments: This is a unique book that introduces the use of movement and rhythm in story telling - seven nursery rhymes and twenty-nine stories (including Rosie's Walk, The Snowy Day, Leo, the Later Bloomer, The Little Engine That Could, Caps for Sale) are summarized and appropriate movement and rhythm patterns, themes, instruments, and exercises are suggested for each one. Children are encouraged to portray the various characters and dance the action; but, this is different from just "acting out" a story because the teacher is using a rhythm instrument (i.e., drum, triangle, woodblock) as a background sound to guide the speed of the children's actions and to direct the energy of their movements (quiet/loud, etc.). Teachers do not need any formal training in music or dance to tell stories and teach the basic aspects of rhythm as presented in this very thorough book.

Cross Reference to Lesson Plans

N/A: Each story summarized in this book includes everything a teacher needs to use as a lesson (except for individual objectives).

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Unicorns Are Real: A Right-Brained Approach To Learning

AUTHOR: Barbara Meister Vitale

PUBLISHER: Jalmar Press (ordered from American Guidance Services)

COST: $9.95

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Motor-Gross/Fine
Communication-RL/EL

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X						X		
May be utilized by teaching assistant	X							X	
Requires consumables	X								X
Special equipment necessary	X								X

Comments: Super - terrific - fantastic! If you feel that some children are predominantly right-brained in their approach to learning and/or you're interested in knowing more about the right side of the brain and how it learns, then this is the book for you. The first chapter discusses hemispheric specialization; the second chapter gives you specific screening methods to help determine a child's dominant hemisphere and also his learning modality; the third chapter presents 65 learning activities, each of which are right-brained in their approach; the final chapter includes an excellent bibliography of books, articles from journals and learning strategies. The learning activities alone are well worth the cost of the book - they are creative, well thought out, and easy to follow.

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: What? Me Teach Music? A Classroom Teacher's Guide To Music In Early Childhood
COST: $16.95
AUTHOR: Marjorie Lawrence
AGE RANGE: 3 yrs. - 8+ yrs.
PUBLISHER: Alfred Publishing Co., Inc. (ordered from Rhythm Band, Inc.)
FINE ARTS AREA: Music, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognition-P/TS
Communication-RL
Motor-Gross/Fine

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X						X		
May be utilized by teaching assistant	X							X	
Requires consumables		X	X						
Special equipment necessary	X								X

Comments: This is a marvelous book that certainly fulfills it's own stated purpose: "to present a first-level 'pick-up-and-use' guide that a person with no music background can use with success." The material in the book is based on the philosophies and pedagogy of Orff and Kadaly which incorporate the natural speech, rhythm, and movement of children. The lessons begin quite simply with two-tone songs. Visual and kenetic reinforcements of songs are included along with related activities. This book could provide an excellent core foundation for at least a year's worth of music and rhythm lessons as they progress slowly and sequentially. If you've ever wanted a book of lesson plans for a meaningful music time, then this book is for you.

Cross Reference to Lesson Plans

N/A lesson plans included.

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Piggyback Songs
More Piggyback Songs (2 books)
AUTHOR: Jean Warren

PUBLISHER: Totline Press
Early Childhood Bookhouse

COST: $4.95 each

AGE RANGE: 3 yrs. - 8+ yrs.

FINE ARTS AREA: Music

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Communication-RL/EL
Social/Emotional
Cognitive-P/TS

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X								X
Applicable to SPH	X						X		
May be utilized by teaching assistant	X								X
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: These are two super books each of which contains original songs for holidays and special times during the year. The songs are sung to the tunes of familiar childhood favorites (i.e., "Twinkle, Twinkle Little Star", "Jingle Bells", "Mulberry Bush"), so you and the children already know the tune, and there's no music to read! They are chorded for guitar or autoharp, however, for those who wish to play an accompaniment. There's a song for practically every unit/topic you teach from body parts and feelings to the weather and seasons.

Cross Reference to Lesson Plans
The Postman Brings A Valentine

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Pocketful of Puppets: Activities for the Special Child
COST: $6.50
AUTHOR: Debbie Sullivan
AGE RANGE: 2 yrs. - 8+ yrs.
PUBLISHER: Nancy Renfro Studios
FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Motor-Gross/Fine
Cogniton-P/TS
Communication-RL/EL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability						X
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X							X	
Applicable to SPH	X								X
May be utilized by teaching assistant	X								X
Requires consumables	X								X
Special equipment necessary		X	X						

Comments: This is a marvelous book that provides any teacher (especially the special education teacher) with complete, yet simple instructions on how to use and make puppets for the classroom. The ideas presented include fairly common puppets (i.e., stick, paperplate, paperbag, etc.) and also some exciting "new" ideas, such as puppet bracelets and bodi-puppets. Very good learning activities are included with each of the different puppet types. An especially exciting quality of this book is the fact that it was written with "special" children in mind - children with mental, physical, and/or multiple handicaps!

Cross Reference to Lesson Plans

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: The Real Happily Ever After Book

COST: $6.95

AUTHOR:

AGE RANGE: 4 yrs. - 8+ yrs.

PUBLISHER: Incentive Publications, Inc.
Constructive Playthings

FINE ARTS AREA: Drama

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:

Cognitive-P/TS
Communication-RL/EL
Motor-Fine

	0	1	2	3	4	5
Content						
Readability					X	
Organization					X	
Price					X	

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X						X		
Applicable to SPH	X					X			
May be utilized by teaching assistant	X						X		
Requires consumables	X							X	
Special equipment necessary		X	X						

Comments: This book contains 21 fairy tales in a shortened, dialogue form which may be used in presenting puppet shows or plays. Each fairy tale is accompanied by a color-cut-and-paste activity which varies from finger puppets to masks to a puzzle. The fairy tales are short enough to be read and used for comprehension activities (questions and answers).

Cross Reference to Lesson Plans
The Three Billy Goats Gruff

RESOURCE AND/OR ACTIVITY BOOKS
EVALUATION

TITLE: Teaching for the Two-Sided Mind

COST: $13.95

AUTHOR: Linda Verlee Williams

AGE RANGE: 3 Yrs. - 8+ Yrs.

PUBLISHER: Prentice-Hall
(ordered from Baker & Taylor)

FINE ARTS AREA: Visual Arts, Music, Drama, Creative Movement

EARLY CHILDHOOD ESSENTIAL ELEMENTS DEVELOPMENTAL AREAS:
Cognitive - P/TS
Communication - RL/EL
Social/Emotional

	0	1	2	3	4	5
Content						X
Readability					X	
Organization						X
Price						X

	Yes	No	N/A	0	1	2	3	4	5
Activities for children	X					X			
Applicable to SPH	X						X		
May be utilized by teaching assistant	X						X		
Requires consumables		X	X						
Special equipment necessary		X	X						

Comments: This is a very interesting book in which the author explores the application of hemispheric research to the classroom — summarizing current research, discussing implications of research on education, and providing teaching techniques that utilize the right hemisphere. The teaching techniques are organized into five areas with suggested activities included in each. The areas are: metaphor, visual thinking, fantasy, multisensory learning, and direct experience. Though the majority of the activities appear more directly applicable to elementary and/or secondary teaching situations (as opposed to preschool), the ideas behind the activities are valuable to teachers of any grade level. I am much more aware now, after reading this book of what I do and/or do not do, and of what I could do to provide my Early Childhood students with the same cognitive information in a

Cross Reference to Lesson Plans

number of ways to allow for various learning styles, which in turn simultaneously exposes them to different ways of learning and develops a variety of thinking skills.

Publisher/Distributor Bibliography

American Guidance Services
Publisher's Building
Circle Pines, Minnesota 55014

Bleecker Street Publishing Corporation
P. O. Box 13066
Norfolk, Virginia 23504

Children's Book and Music Center
P. O. Box 1130
Santa Monica, California 90406

Constructive Playthings
11100 Harry Hines Blvd.
Dallas, Texas 75229

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Creative Childhood Consultants
P. O. Box 305
Oak Ridge, Tennessee 37831

T. S. Denison and Company, Inc.
9601 Newton Avenue South
Minneapolis, Minnesota 55431

Developmental Learning Materials
P. O. Box 4000
Allen, Texas 75002

Early Childhood Bookhouse
P. O. Box 2791
Portland, Oregon 97208

Family Communications
Marketing Dept.
4802 Fifth Avenue
Pittsburg, Pennsylvania 15213

Front Row Experience
540 Discovery Bay Blvd.
Byron, California 94514-9454

Gryphon House
P. O. Box 275
3706 Otis Street
Mt. Ranier, Maryland 20712

Hammet Early Childhood Division
P. O. Box 545 M. O.
Braintree, Maine 02184

Kaplan
600 Jonestown Rd.
P. O. Box 15027
Winston-Salem, North Carolina 27103

Kimbo Educational
P. O. Box 477
Long Branch, New Jersey 07740

Linden Tree Children's Records and Books
1955 Camino de los Robles
Menlo Park, California 94025

Moving and Learning
109 Berry River Rd.
Rochester, New Hampshire 03867

Munro-Drake Educational Association
79 Knollwood Drive
Newport News, Virginia 23602

Music for Young People
8409 Seven Locks Road
Bethesda, Maryland 20817

Nancy Renfro Studios
1117 West Ninth Street
Austin, Texas 78703

Parker Publishing Company
Book Distribution Center
Rt. 59 at Brook Hill Drive
West Nyack, New York 10995

660

Peripole, Inc.
Brown Mills, New Jersey 08015-0146

Playways
P. O. Box 210300
San Francisco, California 94121

Resources for Children, Inc.
4712 East Lancaster
Fort Worth, Texas 76103

Rhythm Band, Inc.
P. O. Box 126
Fort Worth, Texas 76101

Robbins Nest Publications
1021 River Oaks Lane
Charlotte, North Carolina 28211

S & S Arts and Crafts
Colchester, Connecticut 06415

Toys to Grow On
2695 East Dominguez Street
P. O. Box 17
Long Beach, California 90801

S/S Publishing Company
4521 Holiday Hill Court
Shingle Springs, California 95682

[redacted]

TEDDY BEARS UNIT

Cognition - Thinking Skills

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Coffee Ground's Bear
Trace and Color Bear

Social/Emotional

Teddy Bear Jumping Jack

Creative Expression

FOREST ANIMALS UNIT

Cognition - Thinking Skills

Coloring Tree and Forest

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Coffee Ground's Bear
Furry Squirrel
Hiding Nuts in a Tree
Skunk
Trace and Color Bear

Social/Emotional

Teddy Bear Jumping Jack

Creative Expression

AUTUMN UNIT

Cognition - Thinking Skills

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Autumn Tree (Snipping fall leaves)
Cutting Autumn Leaves
Leaf Rubbings
Rake Picture

Social/Emotional

Creative Expression

Autumn Tree Sponge Painting
Hand Print Leaves

SAFETY UNIT

Cognition - Thinking Skills

Cognition - Perception

Exit Sign

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Traffic Light (Cut and Paste)
Traffic Light (Trace and Color)

Social/Emotional

Fireman's Ladder
Fireplug
Patrol Car

Creative Expression

TRANSPORTATION UNIT

Cognition - Thinking Skills

Milk Carton Boats
Shape Train

Cognition - Perception

Stop and Go/Fast and Slow

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Bicycle
Bus
Rocket Mobile

Social/Emotional

Creative Expression

HALLOWEEN UNIT

Cognition - Thinking Skills

Eensy Weensy Spider
Scarecrow

Cognition - Perception

Stop and Go/Fast and Slow

Communication - Receptive Language

Communication - Expressive Language

A Flea On a Dog, Where is It?

Motor - Gross

Motor - Fine

Flying Bat
Jack-O-Lantern
Owl With Bottle Top Eyes
Plump Pumpkin
Pumpkin Patch
Skeleton
Spooky Spiders

Social/Emotional

Tissue Ghosts
Witch Mobile

Creative Expression

HEALTH UNIT

Cognition - Thinking Skills

Sneezing/Coughing

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Social/Emotional

Ambulance
Cutting Pills
Doctor's Bag
Teeth
Toothbrush

Creative Expression

THANKSGIVING UNIT

Cognition - Thinking Skills

Build a Cornucopia
Indian Headband
Indian Sand Painting

Cognition - Perception

Communication - Receptive Language

Indian Tom-Toms
Pine Cone Turkeys

Communication - Expressive Language

Indian Jacket

Motor - Gross

Motor - Fine

Social/Emotional

Indian Necklace

Creative Expression

CHRISTMAS UNIT

Cognition - Thinking Skills

Angel
Candle
Green Christmas Tree with Lights
Ornaments: Paper shapes/stickers
Pine Cone Christmas Tree

Cognition - Perception

Candy Canes
Stop and Go/Fast and Slow

Communication - Receptive Language

Communication - Expressive Language

A Flea on a Dog, Where is It?

Motor - Gross

Motor - Fine

Christmas Cards
Christmas Chains
Christmas Tree with Glitter Tinsel and Painted Ornaments
Lacing Stockings: What I Want Santa to Bring
Reindeer Sack Puppet
Santa Mobile
Stained Glass Window
Wreath

Social/Emotional

Creative Expression

MAKING MUSIC UNIT

Cognition - Thinking Skills

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Making Music Notes
Me and My Microphone

Motor - Gross

Motor - Fine

Flutophone Fun

Social/Emotional

Creative Expression

FARM ANIMALS/WESTERN DAY UNIT

Cognition - Thinking Skills

Farmer and Tractor
Scarecrow
Three Billy Goats Gruff

Cognition - Perception

Communication - Receptive Language

Animals in the Barn

Communication - Expressive Language

Sheep

Motor - Gross

Motor - Fine

Eggs in the Hen's Nest
Pig and Corn
Pumpkin Patch
Silo, Hay, and Corn
Walking like a Duck

Social/Emotional

Cowboy Hat and Boots

Creative Expression

WEATHER UNIT

Cognition - Thinking Skills

Rainbow
Snow Pictures
Twinkle-Twinkle Sizes
Windy Painting

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Kites
Sunshine Painting
Thermometer

Motor - Gross

Motor - Fine

Mittens
Raindrop Painting
Rain, Rain (Cut and Paste)
Snowman-Big/Little
Sun (Trace circle - use ruler)

Social/Emotional

Creative Expression

CALENDAR UNIT

Cognition - Thinking Skills

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Drawing Day and Night
Sunshine Painting

Motor - Gross

Motor - Fine

Moon (Color-Cut-Paste)
Sun (Trace circle-use ruler)

Social/Emotional

Creative Expression

VALENTINE'S DAY UNIT

Cognition - Thinking Skills

Cognition - Perception

Heart Pattern Matching
Name in Heart

Communication - Receptive Language

Communication - Expressive Language

The Postman Brings a Valentine

Motor - Gross

Motor - Fine

Heart Stack
Lacing Valentines
Tracing Hearts
Valentine Pink Heart

Social/Emotional

Lick and Stick Stamps
Valentine for Parents
Valentine Mailboxes

Creative Expression

GEORGE WASHINGTON UNIT

Cognition - Thinking Skills

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Cherry Tree
Flag
George Washington's Hat
One Dollar Bill

Social/Emotional

Creative Expression

PREHISTORIC TIMES UNIT

Cognition - Thinking Skills

Printing on Gray Shape of Tyrannosaurus
Trading for Triceratops

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Ankylosaurus Seed/Bean Collage
Cutting for Stegosaurus
Lacing a Gray Brontosaurus
Volcano

Social/Emotional

Creative Expression

ST. PATRICK'S DAY UNIT

Cognition - Thinking Skills

Printing on Shamrocks

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Leprechaun-Shamrock Man
Pot-of-Gold
Shamrock Hats

Social/Emotional

Creative Expression

EASTER UNIT

Cognition - Thinking Skills

Bunny Hat

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Egg Carton Bunnies
A Flea on a Dog, Where is It?

Motor - Gross

Motor - Fine

Easter Egg Chick
Easter Egg Mobile
Painting on an Easter Egg with Colored Chalk
Plastic Egg Collage
Puffed Up Easter Lily

Social/Emotional

Creative Expression

PLANTS UNIT

Cognition - Thinking Skills

Garden Collage
Hand Tulip Garden
Layered Flower
Seed Number Books
Seed Packets

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Bouquet

Social/Emotional

Apple Tree

Creative Expression

INSECTS UNIT

Cognition - Thinking Skills

Eensy Weensy Spider

Cognition - Perception

Caterpillar Color Pattern

Communication - Receptive Language

Communication - Expressive Language

Butterfly
Cocoon

Motor - Gross

Motor - Fine

Ants and Anthill
Bee and Hive
Ladybug
Spider and Web

Social/Emotional

Creative Expression

BIRDS UNIT

Cognition - Thinking Skills

Flying Birds
Scarecrow

Cognition - Perception

Bird Eggs Sequence Pattern
Small, Medium, and Large Nests

Communication - Receptive Language

Pine Cone Turkeys

Communication - Expressive Language

Flying Bird

Motor - Gross

Motor - Fine

Bird house
Eggs in the Nest
Owl With Bottle Top Eyes

Social/Emotional

Creative Expression

ZOO ANIMALS UNIT

Cognition - Thinking Skills

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Cages for Zoo Animals

Motor - Gross

Motor - Fine

Circle Template Elephant
Coffee Grounds Bear
Drawing Zoo Animals
A Mane for a Lion
Monkey in a Tree
Painting Bars on Cages at the Zoo
Spots on Leopard and Giraffe
Stripes on Tiger and Zebra
Teeth for an Alligator
Turtle

Social/Emotional

Creative Expression

WATER ANIMALS UNIT

Cognition - Thinking Skills

Aquarium
Octopus
Starfish

Cognition - Perception

Communication - Receptive Language

Communication - Expressive Language

Motor - Gross

Motor - Fine

Cutting out an Ocean
Printing on a Whale
Rainbow Trout
Seashell Picture

Social/Emotional

Creative Expression

[redacted]

MATERIALS EVALUATION

Cognition - Perception

Activity Hoops
Ball, Hoop, and Rhythm Activities
Bean Bag Activities and Coordination Skills
Big Bird Discovers the Orchestra
Blunt Needles
Carnival 200 Kit
Chubbi-Stumps
Chubbi-Stump Brushes
Clap, Snap, and Tap
Colored Chalk
Colored Chalkboard
Colorful Nylon 6' Parachute
Coordinated Classroom Activites
Creative Templates
Dances for Little People
Drive Around Town Play Mat
Easel Clips
Feathers
Felt Beanies
Finger Cymbals
5" Solid Brass Cymbals
Flutophone Carrying Bag
Flutophone
Follow the Clouds
Get a Good Start
Hand Castanets
Hello Rhthym
Indian Tom-Tom
Kazoos
Learning Basic Skills Through Music
Learning With Circles and Sticks
Lummi Sticks
Math Readiness
Masking Tape
Meet the Masters Art Library
My Teddy Bear and Me
No-Spill Paint Center
Piano Pipes
Playsink
Playtime Parachute Fun
Preschool Science Set

Cognition - Perception (continued)

Pressboard Desk Stand
Rhythm Band for Little People
Safe-T-Snips
Simplified Lummi Stick Activities
Sing a Song of Sounds
Sittercise
Stamp-a-Thing
Super-Visors
Swiss Melodee Bells
Tempo for Tots
There's Music in the Colors
Tickly Toddle
Tymptone
Uniset Boards: Dinosaurs and Play-Clings
Variety Kit
Walk Like the Animals
Wee Sing
Wood-Handle Stamps: Numerals
Xylopipes

Cognition - Thinking Skills

Activity Hoops
Ball, Hoop, and Rhythm Activities
Bean Bag Activities and Coordination Skills
Blunt Needles
Carnival 200 Kit
Chubbi-Stumps
Clap, Snap, and Tap
Colored Chalk
Colored Chalkboard
Colorful Nylon 6' Parachute
Creative Templates
Dances for Little People
Drive Around Town Play Mat
Easel Clips
Feathers
Felt Beanies
5" Solid Brass Cymbals
Flutophone Carrying Bag
Flutophone
Get a Good Start
Hand Castanets
Hello Rhythm
Kazoos
Learning Basic Skills Through Music
Lummi Sticks
Math Readiness
Masking Tape
Meet the Masters Art Library
Musical Math: Beginning Concepts
My Teddy Bear and Me
Piano Pipes
Playtime Parachute Fun
Preschool Science Set
Pressboard Desk Stand
Rhythm Band for Little People
Sing a Song of Sounds
Sittercise
Stamp-a-Thing
Super-Visors
Swiss Melodee Bells
Tempo for Tots
There's Music in the Colors
Tickly Toddle
Uniset Boards: Dinosaurs and Play-Clings

Cognition - Thinking Skills (continued)

Variety Kit
Walk Like the Animals
Wee Sing
Wood-Handle Stamps: Numerals
Xylopipes

Communication - Receptive

Activity Hoops
Alligator Pie and Other Poems
Be a Frog, a Bird, or a Tree
Bean Bag Activities and Coordination Skills
Big Bird Discovers the Orchestra
Blunt Needles
Carnival 200 Kit
Colorful Nylon 6' Parachute
Creative Templates
Drive Around Town Play Mat
Feathers
Feeling Free
5" Solid Brass Cymbals
Flutophone Carrying Bag
Flutophone
Follow the Clouds
Get a Good Start
Hand Castanets
Kazoos
Learning Basic Skills Through Music
Lummi Sticks
Math Readiness
Meet the Masters Art Library
Musical Math: Beginning Concepts
My Teddy Bear and Me
No More Feeling Yucky
Piano Pipes
Playtime Parachute Fun
Preschool Science Set
Pressboard Desk Stand
Puppet Mitt and Characters
Rhythm Band for Little People
Simplified Lummi Stick Activities
Sing a Song of Sounds
Sittercise
Stamp-a-Thing
Store or Puppet Stage
There's Music in the Colors
Tickly Toddle
Uniset Boards: Dinosaurs and Play-Clings
Variety Kit
Walter the Waltzing Worm
Wee Sing
Xylopipes

Communication - Expressive

Activity Hoops
Alligator Pie and Other Poems
Bean Bag Activities and Coordination Skills
Carnival 200 Kit
Creative Templates
Drive Around Town Play Mat
Feathers
Feeling Free
5" Solid Brass Cymbals
Flutophone Carrying Bag
Flutophone
Get a Good Start
Kazoos
Learning Basic Skills Through Music
Lummi Sticks
Math Readiness
No More Feeling Yucky
Piano Pipes
Playtime Parachute Fun
Preschool Science Set
Puppet Mitt and Characters
Sing a Song of Sounds
Sittercise
Stamp-a-Thing
Store or Puppet Stage
Tickly Toddle
Variety Kit
Walter the Waltzing Worm
Wee Sing
Wood-Handle Stamps: Numerals
Xylopipes

Motor - Gross

Activity Hoops
Ball, Hoop, and Rhythm Activities
Be a Frog, a Bird, or a Tree
Bean Bag Activities and Coordination Skills
Clap, Snap, and Tap
Colorful Nylon 6' Parachute
Coordinated Classroom Activities
Dances for Little People
Drive Around Town Play Mat
Feeling Free
Get a Good Start
Hello Rhythm
Learning Basic Skills Through Music
Learning With Circles and Sticks
Playtime Parachute Fun
Preschool Science Set
Rhythm Band for Little People
Simplified Lummi Stick Activities
Sing a Song of Sounds
Sittercise
Tempo for Tots
Walk Like the Animals
Walter the Waltzing Worm

Motor - Fine

Blunt Needles
Carnival 200 Kit
Chubbi-Stumps
Chubbi-Stump Brushes
Clap, Snap, and Tap
Colored Chalk
Colored Chalkboard
Creative Templates
Drive Around Town Play Mat
Easil Clips
Felt Beanies
Finger Cymbals
5" Solid Brass Cymbals
Flutophone Carrying Bag
Flutophone
Hand Castanets
Indian Tom-Tom
Lummi Sticks
Masking Tape
Meet the Masters Art Library
No-Spill Paint Center
Paint Drying Rack
Piano Pipes
Preschool Science Set
Puppet Mitt and Characters
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Safe-T-Snips
Simplified Lummi Stick Activities
Stamp-a-Thing
Store or Puppet Stage
Super-Visors
Swiss Melodee Bells
Tempo for Tots
Tymptone
Uniset Boards: Dinosaurs and Play-Clings
Variety Kit
Wee Sing
Wood-Handle Stamps: Numerals
Xylopipes

Self-Help

Paint Drying Rack
Playsink

Social/Emotional

Alligator Pie and Other Poems
Ball, Hoop, and Rhythm Activities
Be a Frog, a Bird, or a Tree
Carnival 200 Kit
Clap, Snap, and Tap
Colored Chalkboard
Colorful Nylon 6' Parachute
Coordinated Classroom Activities
Dances for Little People
Drive Around Town Play Mat
Feeling Free
Felt Beanies
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Walter the Waltzing Worm

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RESOURCE AND/OR ACTIVITY BOOKS EVALUATION

Cognition - Perception

Action Verse for Early Childhood: Finger Plays and Body Movement
Art Experiences for Young Children
Arts for Learning
Arts Play
Creative Teaching with Puppets
Cut and Tell Scissor Stories for Spring
Dance Play: Creative Movement for the Very Young Child
Don't Move the Muffin Tins
Educating the Other Half
Eight Note Bell Songs
Flutophone Classroom Method
Fun with Action Stories
Good Apple Puppet Book
Hello Rhythm
Hello Sound
J is for Jump
Lollipop Learning Series: Scissor Magic
Magic of Puppetry
Movement Education
Move to Learn
Moving and Learning
Moving Center
Music as a Part of the Child's Learning Experience
Music-time for Flutophones
Musical Games, Fingerplays, and Rhythmic Activities
Piece of Red Paper
Piggyback Songs
Pocketful of Puppets
Real Happily Ever After Book
Sew and Know
Song is a Rainbow
Super Sense Kit
Swiss Bell Songs
Teaching for the Two-Sided Mind
Teaching Your Wings to Fly
Teach it With Zip and Zing
Telling Stories Through Movement
Unicorns Are Real
What? Me Teach Music?

Cognition - Thinking Skills

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Communication - Receptive Language

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Communication - Expressive Language

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Motor - Gross

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Creative Expression

Art Experiences for Young Children
Don't Move the Muffin Tins

Social/Emotional

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